

Educational Supplement

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Break While the music plays

With the ILEA losing education officers regularly every Thursday (one is understandable, two look like carelessness)...

prospects of Bill Stubbs, next in line as Director of Education (Schools) and already emerging as the favourite son.



John Bevan: Insideman

John Bevan, the first of the insidemen, promptly removed himself from the speculation by taking on the other job, thus enhancing still further the

Personal column Debating in the dark Mary Warnock

The silly season for the discussion of entry to the universities is well in progress. Anecdotes and horror stories abound both from candidates and their teachers.

entry, though so highly advantageous to pupils from independent schools, is now a minority method of entry.

HMI welcomes new exams

by Bob Doe

Radical changes in modern language exams under the new 16-plus have won the unstinted approval of Her Majesty's Inspectorate.

The inspectors have told the GCE and CSE Boards they welcome their proposed criteria or ground rules for the new French exams.

The Inspectorate stresses the need for a part of what is examined to be the same for all pupils. Otherwise they fear there could be a new split in the exam system with one exam based on communication skills for the less able and another based on more academic skills for the more able.

The exam Board nominees who drew up the proposals could not agree on whether prose translation into the language should form part of the exam.



Cubic feat...

Parents who find it impossible to prise their children from their Rubik cubes will sympathize with Miss Doris Chapman, headmistress of Bath High School.

Little Englanders

Cheshire Tories have achieved an unenviable reputation as backwoodsmen par excellence. Remember the egregious Ken Maynard, a former education committee chairman...



And as a side effect it causes spelling problems.

Hard sell

Last week in The TES, we had a look at the glossy brochures independent schools produce to sell themselves to prospective parents.

Three wise economists

The combination of two abrasive dogmatists at the Departments of Education and Environment has proved too much for the National Union of Teachers.

In no area of education is there so much ignorance and prejudice on both sides of the argument. Nowhere are the debaters so uniformly out of date.

Study too shocking

by Mark Jackson

A study of the personal lives of Birmingham schoolgirls has not been published after complaints from their shocked teachers.



'Outside' voice on curricula accepted in principle

by Mark Jackson and Richard Garner

Teacher representatives on the Schools Council this week agreed in principle that secondary schools would discuss their curricula with outside local bodies.

Report will be published

Sir Keith Joseph, the Education Secretary, has changed his mind and decided to publish Her Majesty's Inspectorate's survey on the effects of the cuts on schools, no matter what it may disclose.

Community of interests

All you need to know about community education and never dared ask has now been put together in a neat pack by the Community Education Development Centre in Coventry.

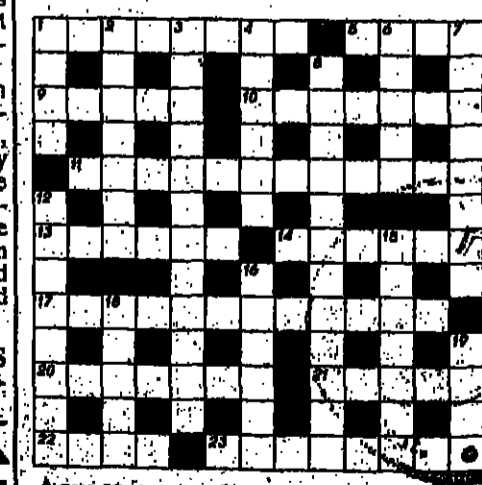
Fear of maths

The fear of maths, and general incompetence of adults at handling simple mathematical operations, was neatly illustrated at the Department of Education press conference launching the report.

Next week

Modern Languages Extra. Michael Duckby: Exam reform. Eric Hawkins: Who decides the curriculum? Bob Doe: Will computers be more used than language laboratories? Changing schools' report on The TES competition. Books: John Vincent on the middle classes; Peter Ackroyd on Scott Fitzgerald.

TES Crossword No 35



Across 1 The late covered into the quick? (7) 2 They used the public to buy the named product (2,5) 3 Only a mild attack of what? (2,5,6) 4 Give way under pressure (5) 5 A political favour? (7) 6 Slightly in duty perhaps (6) 7 Is among those left to fight (6) 8 One object in row is movement (7) 9 Point of view that may be right (5) 10 Promising gardening correspondence? (7,8) 11 The strain of mourning (5) 12 Slightly in duty perhaps (6) 13 I A negative to trouble (3) 14 He takes (3) 15 Letter, finished, altered (7) 16 Threaten to get (6) 17 From a pile (6) 18 What's been really poor (6) 19 A man who has a good aim (7) 20 A man who has a good aim (7) 21 Stations of that form (6) 22 He's, he's (6) 23 Hastily put on (6) and was worn (6)

This week

Manchester parents' alternative plan 3 The exam boards fight back 4 The Bomb tops the NUT list 5 County scraps music tuition 6 Profile of an old-fashioned head 9 Movement for capability 19 'Changing Schools' competition 20 John Vincent on the British middle class 23 Literary competition 25 Templars and the Holy Grail 27 The relevance of Robert Owen 31 Extra Modern languages 33-40 Comment Platform School to Work 14 Overseas news 15,16 Letters 17,18 Features 19-21 Talkback 22 Review 23 Arts 24,25 Books 26-28 Resources 29 Media 30 Endpage 31 Personal Column, Aristides, crossword 72 Classified 41

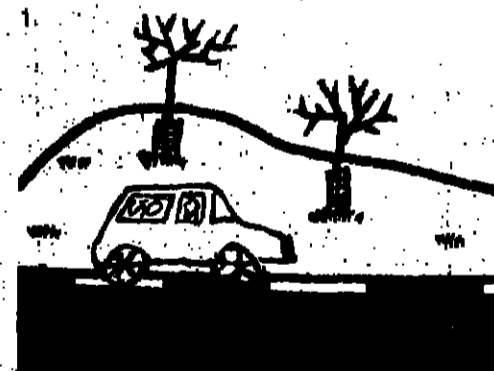
Most of the 700 children who entered our competition about 'Changing Schools' felt that they had made a change for the better. Virginia Makins reports on the reasons why

WHAT'S OFF to my new school

The days of feeding hamsters and watering cress seeds were over. This was it! We had asked children aged between 8 and 16 to write about changing schools. We wanted to know what had surprised them about their new school, and what had pleased or discouraged them. Seven hundred answered from a wide range of schools - primary, middle and all kinds of secondaries.

The vast majority described the change from primary to secondary school. With surprisingly few exceptions, they thought the change was a change for the better. A few children wrote of "a different kind of warmth in the friendliness" at their primaries, or of "leaving a lot of happiness behind".

But for those few, dozens wrote that they were pleased to leave behind the "easy-going life" at junior school. They welcomed having several teachers instead of just one, with most of them pretty friendly: "I was surprised to find the teachers were so helpful and under-



standing". Even a few, who were clearly struggling with secondary work and organization, often seemed to feel that secondaries were part of the real adult world, and were pleased to be part of it.

They had feared the worst about their new schools. Grange Hill had taken its toll: "All I could think about was would it be the same as Grange Hill, because that had put me off secondary schools altogether." They had believed the awful rumours: "In dozens of different secondaries, so primary children believed, they flush your head-down the toilet".

Perhaps because the fiction had been so alarming, the reality was well received. "It turned out different, you don't get bullied at all, no one is unkind to you, everyone is helpful and I have a lot of friends," wrote one. "Their new schools, they reported, were 'big, huge and comfortable'.

They had been comfortable at their primaries too. "We knew what they expected of us and how much we could get away with and the less security." But the movement and challenge of the bigger schools was very welcome to most children.

Children wrote in much the same way whether moving to a 300-strong 9-13 middle school or an 1,800-strong comprehensive - the

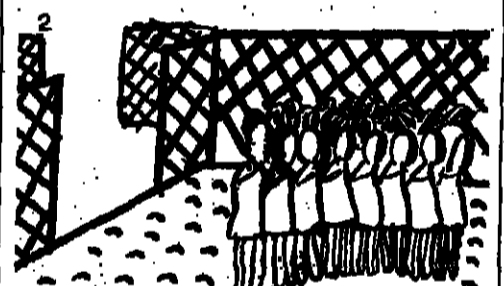
rumours and fears were the same, the fourth years loomed just as large as the fifth years, and the eventual reactions very similar.

Here are the reasons different children gave for liking their secondaries.

"I like this school because you have more freedom and work harder."

"I like the school because it makes you sort of independent... you have to think for yourself."

"I like my new school better than my old junior school because you get more friends and you get better teachers."



"Here the teachers teach you more and explain things so that you understand."

"I liked my old school but I like this one better because you don't stay in one classroom all day."

Some children's surprise was greater because they had been put off by carefully planned tours of secondary schools before they went. "Everything seemed different to what it was like when we came for a visit," reported one. "We were ushered round the school like a group of tourists on a package tour," said another.

"As I walked round the school I knew I would not like it. I thought to myself what an old smelly school. When you were taken into a classroom everybody stared at you as if you were from outer space", wrote a girl who, in the event, found that it was "a great school and I love it."

One group of primary children who had gone up to the secondary for science lessons

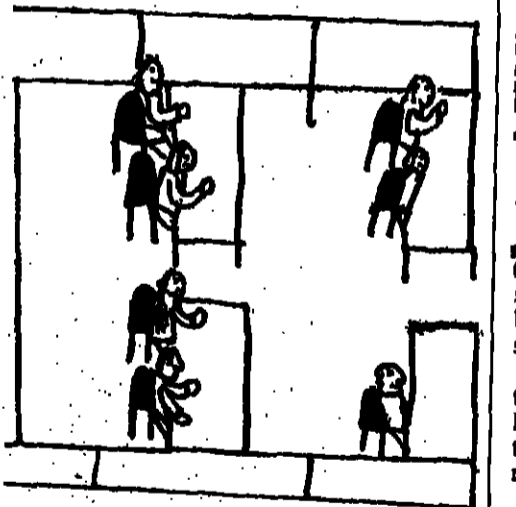


of the walk: "My classroom was colourfully decorated with rows of desks."

"Only in a small section of the school were any displays mounted. In my previous school we always had writing and pictures on the walls, which gave the school a cheerful and colourful look."

Some children survived what sounded pretty off-putting introduction to their new school. They were herded onto tennis courts and teachers came out blowing whistles: "I felt like a dog," more than one wrote.

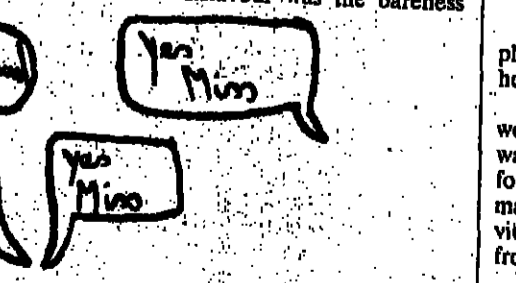
At a large comprehensive: "The first thing that hit me were the cages, which were really tennis courts. Suddenly a piercing shout."



turned round expecting to see a teacher standing next to me, but he sounded near because he was using a megaphone. This was something I soon got used to."

At a middle school: "We had to go onto the tennis courts. All the other children were looking through the wire at us. They looked all the gates around the tennis court so we could not get out."

Once inside the school, the first thing that happened in several schools was a list of school rules. "The headmaster and deputy wore black coats. They told us that there were horrible punishments for breaking the rules and there were so many of them." At another



had a better introduction. And visits of secondary staff to contributing primaries seemed to provide a more reassuring introduction than conducted tours - particularly if the head came down the toilet you would have to come and knock at his door and he would do it gently. This made me change my mind, instead of dreading going I wanted to go, and so did all my friends."

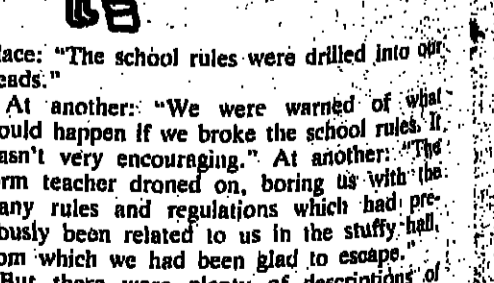
One aspect of secondaries that several children viewed with disfavour was the bareness



place: "The school rules were drilled into our heads."

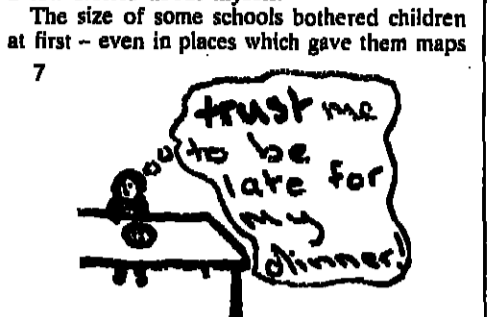
At another: "We were warned of what would happen if we broke the school rules. It wasn't very encouraging." At another: "The form teacher droned on, boring us with the many rules and regulations which had previously been related to us in the stuffy hall from which we had been glad to escape."

But there were plenty of descriptions of chatty, let's-all-get-to-know-each-other, first



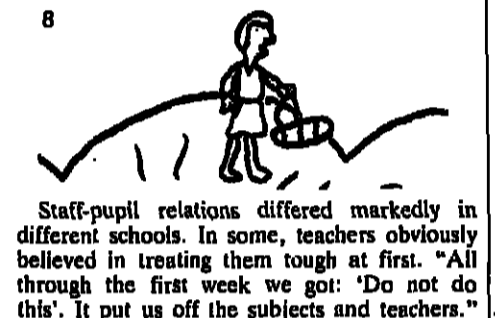
days. It seemed to help a lot when older children took on the business of meeting first years and shepherding them to the right room. And, on the whole, children seemed to like plunging in to regular work fairly quickly, and not, as one child put it, "having to write quite a few stories about myself."

The size of some schools bothered children at first - even in places which gave them maps



and careful conducted tours: "I hadn't an idea where Room M was: it was like looking for a single house in the whole of Sheffield." But older pupils seemed unfailingly helpful about directions - even if they did go on about "stupid little first years." And "soon the school seemed to shrink and you could find your way round in a few minutes."

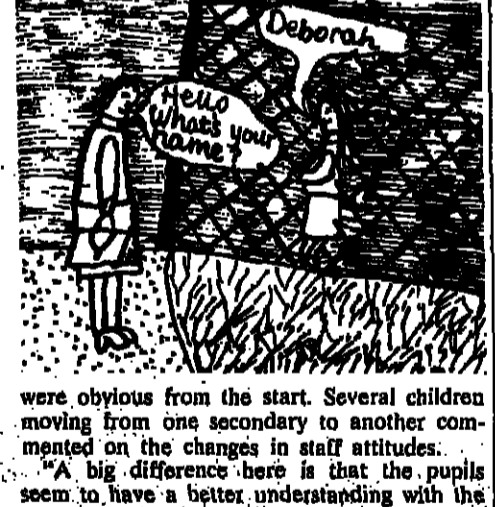
One practical way of removing a very common cause of anxiety on the first morning would be a clear guide to the dinner system. A lot of children said they worried about how to find their way round at dinner, and whether they would have enough money to pay at the end. But they loved the choices offered in secondary cafeterias.



Staff-pupil relations differed markedly in different schools. In some, teachers obviously believed in treating them tough at first. "All through the first week we got: 'Do not do this'. It put us off the subjects and teachers."

Teachers here seemed to glare at you as if you were doing something wrong all the time. "The teachers are cold, and easily annoyed." "In PE, I got very worried because Sir shouted a lot."

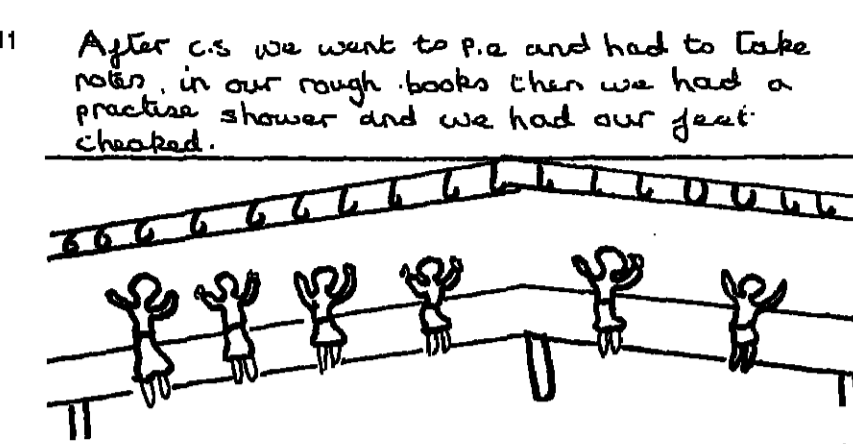
Several children who made comments like these said that the teachers had turned out to be human in the end. But it seemed easier in schools where friendly relations with teachers



were obvious from the start. Several children moving from one secondary to another commented on the changes in staff attitudes.

"A big difference here is that the pupils seem to have a better understanding with the teachers and can talk more freely." Teachers are more interested in individuals so that work becomes more understandable and it becomes easier to get on."

A child changing from middle to high school said: "Another pleasing thing is that people treat you your age and not like little children."

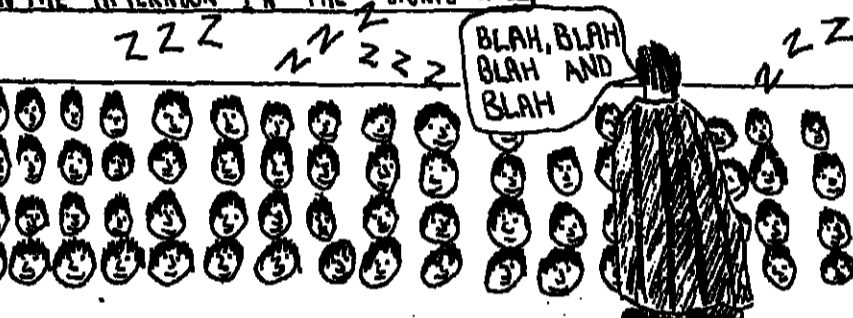


People have a good attitude towards you and are not suspicious all the time."

Older children can, of course, be much more frightening than staff. In most schools first years have to put up with a certain amount of shoving aside and put-downs (in schools with big sixth forms, there was the added problem of distinguishing staff from pupils).

But there were few reports of actual bullying: "People trying to force money out of you discouraged me quite a lot because I was scared of having no money for my dinner."

One or two big schools seemed somehow to have generated better relations. In one comprehensive: "The fifth years were playful and pleasant and told jokes to us." In another:

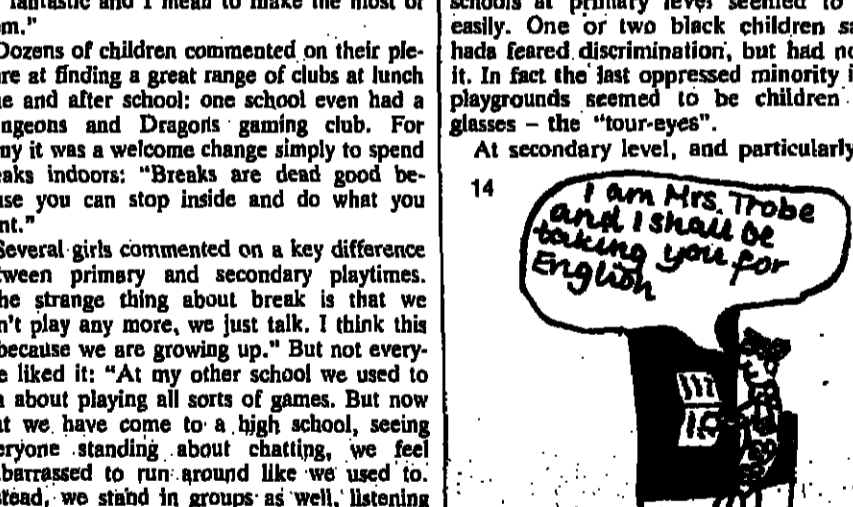


And one small girl greatly welcomed a move to a segregated girls' playground in her new junior school: "In the infants, the boys and girls were not separate, and a group of boys kept pulling mine and my friends' dresses up."

Homework was a big change in secondary schools, and one that children regarded with depressed resignation: "After four weeks I don't know how I could have looked forward to homework. I really was getting to hate it."

Uniform got mixed reactions. A few girls loved it: "I got up and marvelled at my uniform - the gold and green tie set against a cream shirt with a green jumper on top."

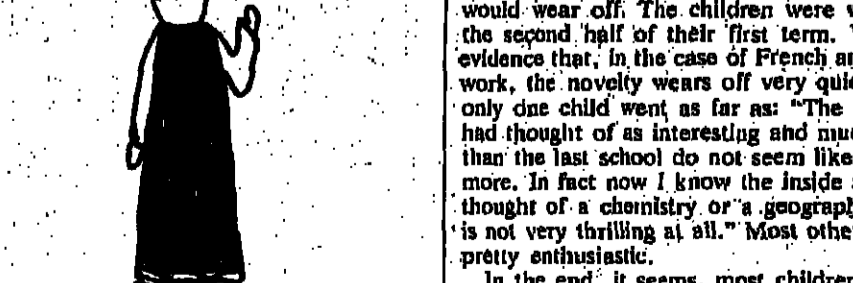
More commented on "stiff itchy new uniforms" and "ties like neck braces". Children



who moved from a school with uniform to one without seemed to like it: "I thought people would look scruffy and come in stupid clothes, but hardly anyone did." Several children commented on the worrying expense of getting kitted out for secondary school.

The biggest worry of all, when changing schools, had nothing to do with teachers or school routines. It was friends, and how to make new ones. Most children who changed schools at primary level seemed to manage easily. One or two black children said they had feared discrimination, but had not found it. In fact the last oppressed minority in junior playgrounds seemed to be children wearing glasses - the "four-eyes".

At secondary level, and particularly among



they find themselves in - at least for their first term. Although most competitors would probably agree with the child who said "All I can say about changing schools is that I won't want to do it too often", most are very adaptable. "Every time I change to a new school I like it when I settle in," wrote an army nine-year-old who had changed schools seven times.

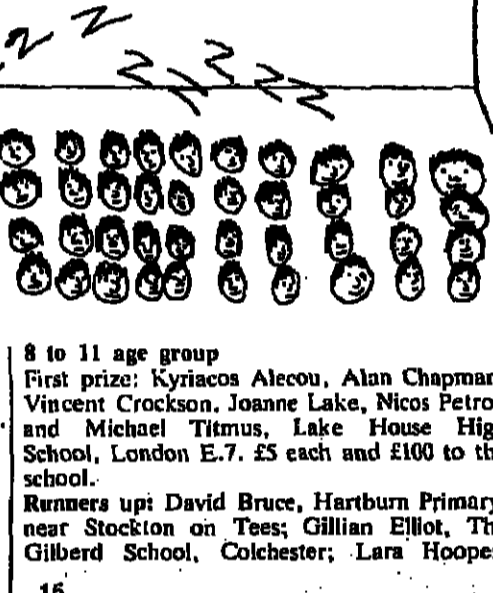
Although few children went so far as to say, like the 13-year-old, "The school is like heaven only 10 times better", very large numbers ended up saying something like: "This is one great school."

Prizewinners

It was even more difficult than usual to choose winners. Many entries were extremely competently written, but very few stood out. The prizes went to those who either produced interesting comparisons between schools, or wrote well about their own feelings.

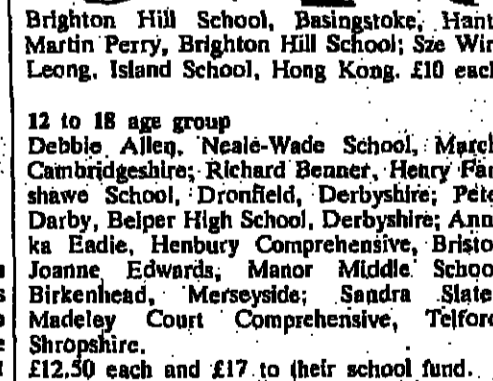
In the 8-to-11 age group, the first prize goes to six children from Lake House High School in London, who scored partly because they entered as a group, and so covered a lot of information and points of view.

In the older age group (12 to 15) there was no outstanding entry, so the total prize money is divided between six children (and their schools).



8 to 11 age group
First prize: Kyriacos Alecou, Alan Chapman, Vincent Crookson, Joanne Lake, Nicos Petrou and Michael Titmus, Lake House High School, London E.7. £5 each and £100 to the school.

Runners up: David Bruce, Hartburn Primary, near Stockton on Tees; Gillian Elliot, The Gilbert School, Colchester; Lara Hooper.



12 to 18 age group
Debbie Allen, Neale-Wade School, March, Cambridgeshire; Richard Benner, Henry Fanshawe School, Dronfield, Derbyshire; Peter Darby, Belper High School, Derbyshire; Annika Eadie, Henbury Comprehensive, Bristol; Joanne Edwards, Manor Middle School, Birkenhead, Merseyside; Sandra Slater, Madeley Court Comprehensive, Telford, Shropshire.

£12.50 each and £17 to their school fund.



Title illustration by Philip Jefferies, age 8, York Minster Song School. Text illustrations by Joanne Sellers (12.5), David Corfin (3), Emma Borton (4.9, 13.14), Sarah Dunley (6.7), Sharon Witham (8.11), and Ashley Ball (12.15.16), all pupils at Brighton Hill School, Basingstoke; and Susan Mann (10), Hartstead Comprehensive, London.

arts

Taj mirage

Photography in India. Indians Here and There: Photographs by Mark Edwards and Peter Harrap. Photographers Gallery until February 28, 5 & 8 Great Newport Street, London WC2. Admission free

The Festival of India opens, oddly enough, with an exhibition unfunded by the Festival committee. Once again, photography is the Cinderella of the art world and once again, she dances superbly at the ball. The two exhibitions at the Photographers Gallery open all manner of bright windows on a far country - with some witty observations nearer to home in Indians Here and There.

Mark Edwards's work in India for the International Planned Parenthood Federation and Earthscan is more measured than his work of six weeks round London commissioned specially for the exhibition. A real feeling for the pace of village life in India, where nothing in particular is going on, where the artisan beats a spoon or a child poses for his Indian portrait comes through his Indian photos, while the family scenes in Southall seem taken to prove a point about integration. Peter Harrap's view of India is more wide-eyed. The drama of the great crowds of India, their grouping by river and hill grips him. His earlier work in England, intimate scenes at home and in the registry office, is full of friendly humour.

It is still the humour of the outsider, though. Photography in India is such a wonderful exhibition precisely because it is composed, not of wonderfully compassionate glimpses of suffering humanity a la Cartier-Bresson (surely the best European photographer ever to visit India) nor of sickly beautiful travel pictures, but out of all sorts of images chosen by Indians themselves. From Lala Deen Dayal's impeccably posed nineteenth century rajahs and their jewelled courts to Ashvin Mehta's austere modern landscapes, it is the India known to Indians at which we gaze.

The exhibition has considerable historical interest, too. The first section, covering 1868-1900, does include some photographs by the British. These, either in sets of "the people of India" or in Samuel Bourne's romantic landscapes of the North East, tend to echo the preoccupations of the Raj: picturesque natives and mournful, idealised nature. Maverick amateurs shot the first im-



Nehru arriving in Hyderabad on the occasion of the formation of Andhra Pradesh, 1954

ages of famine - images whose grimace, alas, does not date. The Indian photographers of the time were more attracted to soulful maidens and their well-fed lovers, to the princely divans and to life-like representations of Hindu gods. Beato's startling scene of skeletons tumbled before the ruined palace at Secundra Bagh, Lucknow, a year after the Mutiny brings home the independence of the Indian camera from the very beginning.

The second section, 1900-1930, concentrates more on portraiture and the painting of photographs. As today, the local photographer was everywhere, and no baby was too small, no trophy too insignificant, to be captured in a snap. In section three, 1930-60, we move into the drama of world affairs, the peripatetic leading to Partition, the peregrinations of Mahatma Gandhi, the Indian demonstrations and the Rayalsolema famine are vividly conjured up, especially in the mastery work of the

communist Sunil Janah. Bhandari's broad and loving views of the Indian countryside and Leichenberg's coolly of manner add balance to the section - perhaps the most memorable. The final section covers the years 1960-80 and is in some cases no derivative, disappointingly. Mr. Bedi's sharp comments on industrial life and Raghav Rai's shocking purposes of poverty stand out, as do Ashvin Mehta's nearly abstract landscapes.

The exhibition ends, rather tartly, with a selection of stills posters from Indian films. While rich are allured by the elegance of Ashvin Gattin's new-style fashion photography, millions still queue to see, not the sophisticated photography of Satyajit Ray, but the vigorous glamour pumped out by the Bombay film studios. These ought to deserve a place in our canon of India. Victoria Newman

Radio

A family affair

"Your boy will please you. You will, I think, find him improved, though I tell you so beforehand. The girls would bring remembrance of your birthday, and we drank your health after a red deer pie. I would fain be telling my heart more things, anything to be in a kind of talk with him but I believe the messenger stays for my dispatch. 'Tis written in bed, thy pillow at my back, where thy dear head shall lie I hope tomorrow night and many more."

This passage from a letter from Lady Russell to her husband, during a brief separation in 1681, is made the more poignant by the knowledge that Lord William Russell was to be arrested for conspiracy two years later and condemned to death.

"My heart cannot be comforted, because I have not the dear companion and sharer of all my joys and sorrows. I want him to talk with, to walk with, to eat and sleep with. All these things are irksome to me now, the days unwelcome and the nights so too."

Journals and letters, recording private reactions to public events, suit the medium of radio perfectly. One of the strengths of the six-part series, Great Families of Britain, (Sundays, Radio 4, 10.15 pm), is that members

of the families concerned left plenty of documents behind them, carefully kept down the years. The main weakness of the series, of many like it, is that too much information is crammed into each programme. The readings and short dramatizations are highly effective; the narration, though skilfully written by Alison Plowden and urbanely delivered by John Julius Norwich, tends to confuse and frustrate with its sheer mass of detail. The first programme, on the Russells, was at special disadvantage. The family have been exceedingly busy since the sixteenth century in politics, land drainage, building, town planning and, more latterly, maths and philosophy. The listener was left with some highlights against a blurred background. The Hamiltons, the subjects of the second programme, were less consistently active and Miss Plowden was able to concentrate at relative length on James Hamilton, ill-fated friend of Charles I. The Howards' story was complicated but included several dramatic episodes, usually ending, alas, on the block.

The three programmes broadcast so far have conveyed a strong sense of family character persisting through centuries. The Russells seem balanced, shrewd and hard-working; the Hamiltons wild and feckless; the Howards psychologically complex, with strong wills and passions.

The programmes still to come are those of the Fitzgeralds, Percys and Baintons. It seems regrettable that a history note should be sounded at the end of each programme. Democratic heckles may be raised: "The Russells may have served their country well" but, one may feel, it has served them fairly well too. Frances Hill

Charlotte Mew. Collected Poems and Prose. Edited by Val Warner. Viking £4.95. Before this collection of Charlotte Mew's work appeared in paperback last autumn most of her stories and some of her poems were available in print. The edition, now in paperback, has a pedestrian but useful introduction by Val Warner.

Basil Bunting is to kick off a special Festival of Contemporary Poetry at Keats' House, NW3, tonight. The poets taking part throughout the following three weekends come from Poland, Germany, Yugoslavia, Greece, France and Canada.

arts

Literary competition

Competition No. 23. Report by Scylla

You were asked to "do your worst" with up-dating a Shakespeare soliloquy, and this you certainly did. I wish we could print more. Though, as one of you pointed out, both the soliloquy and blank verse are rather out of date, your versions, even those which kept (more or less) to verse, were modern enough, much more "with it" than the tautologous, "And also with you". The best entries seemed to me to be those which kept line for line, even word for word, to the original - and debasing, either by slang or journalese, every word, line and thought. "To be or not to be" was, not unnaturally your favourite and there were the following gems: "I have a problem" (Paul Griffin); "Seems like the zero option" (V. Ernest Cox); and "Rough it or snuff it? Oh, stuff it!" (Andrew McEvoy). £8 to Bill Greenwell, £7 each to the three printed in full and £2 each for the three short extracts.

Macbeth: Tomorrow, and the day after that, and so on, The daily grind seems ready to continue Until the last word on the great tape recorder's been spoken, And the mentally underprivileged have been persuaded by the past To join EXIT. Switch off, switch off the light! My life is like that of someone without an Equity card Doing walk-on parts in situation comedies Only to be edited out. It's like tattle Told by a twit, very noisy and bad-tempered, Which means sweet F.A. Bill Greenwell

Ophelia: So this high-flier has finally flipped! The computer/defence/research expert's lens/program/black belt;

The real-together-person tip for the top. The original stylist and trendsetter. The star of the media - way, way down in the popularity polls! And I, most miserable of Ms. Who got high on his sweet lyrics, Register, at this moment in time, that mastermind That thinking-woman's superman of the new-romantic generation Totally freaked out. It is truly a deeply distressing experience for me To view, with hindsight of the way he was, the ongoing situation! Bridget Loney

Learn: All you E.2s and socially deprived, In this wet weather, how will you adjust, With neither squat nor council flat available, Clothing sub-standard and reticulate? My government, for all its forward planning Missed something here. The best care, as I think, Would be to force the senior civil servants To sample your conditions. Only then Would those responsible for welfare funds Allocate them more fairly, and besides It would look better on election day. A. D. C. Peterson

Hamlet: Positive or negative existence - viz the dichotomy; Is it spirit-enhancing to mentally disallow The aerial projectiles of excess reality, Or to re-arm for a marine conflict scenario, And achieve anti-conflict superiority? A concluded life, or non-awareness situation -

Zero activity; and by non-awareness to communicate our termination of the cardiac pain and the kilo-shox inherent in life organisms. The foregoing is a reality-model Of high implementation desirability. A concluded life, or non-awareness situation; Non-functioning; with possibility of random awareness imagery. Affirmative, here is a disadvantageous mode; For during the cessation of functioning status the imagery input When we have discarded our biodegradable support system Must occasion a policy review. Michael Hurdle

Antony: Forgive me (you poor bloody sod) For being so pathetic with these yobbos. You're all that's left of the most wonderful human person Who ever lived at any moment in time. Christine Sinclair

Edmund: Why do I come bottom, when I'm as fit, My IQ and Cog scores are as good, As any normal two parent family child? Andrew Wingard

Macbeth: Besides, just think of the scenario; He is my distant relative, my guest; My democratically elected boss, Good God! I should be checking the perimeter, Not planting bombs myself! M. M. Waldron

Literary Competition No. 24. Set by Charybdis BBC 1 recently screened a serial adaptation of "Gulliver in Lilliput". An extract please (of not more than 150 words) from a new adventure for Gulliver with a contemporary flavour and setting. Closing date: February 17th.

Black Troy Trojans, Riverside Studios, January 27 - February 21

Trojans, by the Asian writer Farrukh Dhondy, is the first of two plays to be performed by the Black Theatre Co-operative at Riverside Studios between now and mid-March. It has a vigorous musical element in the four-man band, and the singing of Pauline Black, at Cassie, which picks up themes at intervals in the play, and takes as model the myth of the Trojan women, with which it shares character-names and the theme of the miseries of war.

From a musical starting-point about Africa and the need for liberation the play moves to 1772, where Cassie, in attendance on Chatham, reminds him that the Somerset case has established the freedom of all slaves in England. He denies this. She gives him a drink and he sleeps. His dream is of 1987. Paris, Hector, Andrea and Cressida are isolated in their citadel, a nuclear installation. The play is largely sustained by argument, and, though the dialogue is constantly witty and alive, it tends to become confusing with its changes of theme, discussions on personal responsibility, and messages, first about universal peace and later a revolutionary situation coming through the monitor. A future of escalating deception as technology escalates, comes to a climax and danger horns itself out when Paris, with no audience for his ultimate power in pressing the button prefers to flee the citadel and face the machine-guns outside.

What is clear, however, is the quality of the performances, which are tremendously polished and vital. Apart from her singing Pauline Black's presence, gentle and persistent, with a glittery gaze and a contained air of distraughtness, is just right for Cassie. Shope Shodeinde, as Chatham and Helen, conveys a superb haughtiness and power.

Jenny Oldfield Rachel Blake

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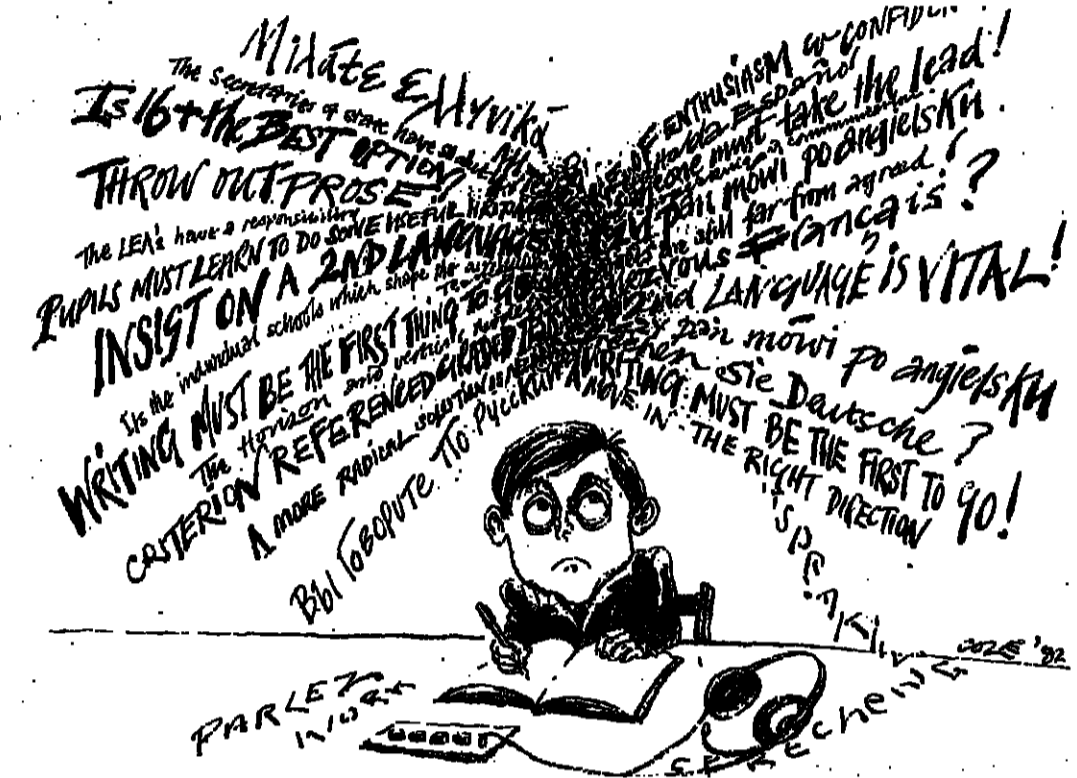


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Modern languages



Progress towards a new 16+ exam is well advanced... In the Council of Europe Britain backs a second language for all... but a major question remains -

Who decides the curriculum?

Eric Hawkins explains why he has chosen "A language curriculum for the 1980s" as the subject of this year's Modern Language Association Twentyman Lecture

"It is proposed, by 1985, to merge the eight GCE Boards and the thirteen CSE Boards into five (regional) 16-plus Boards... To set up five powerful examining boards in the regions without prior provision for regional discussion of curricula will be to invite the boards to fill the vacuum in curriculum planning... This gloomy prediction, written two years ago, is proving sadly accurate... The Secretaries of State saw both the reasons for teaching foreign languages and the targets to be aimed at as still far from being agreed... It is not simply that discussion of the curriculum has been dilatory and the stance of the DES, as it tip-toes into the "secret garden", indecisive... The horizontal and the vertical curriculum models... To take one example: there is no attempt to distinguish between the two views of the curriculum, the head teacher's view, as he makes the timetable for each year (the horizon-

Joseph does own shuffle at the DES

by David Laker

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continued on page 34

extra

Who decides the curriculum continued

The figures are hard to establish. The Plowden Report (para 394) estimated that in 1962 one quarter of all pupils in the last year of primary school had made at least one move across i.e.a. boundaries, and many had moved more than once.

It is now 20 years since this estimate. Mobility has certainly not decreased. A reasonable estimate would be that between a quarter and a third of all pupils in many areas, including many of the ablest, change i.e.a. at least once. Where does that leave complacent illusions about i.e.a. autonomy (say) in choice of a first foreign language?

It is time for all the parties concerned to be less neatly-mouthed and to attempt some forthright answers to the question: Who decides the curriculum? At present the (theoretical/legal) position, is both totally confused and bears no relation to what happens in practice.

The DES is, of course, in a dilemma, because of ambiguity in the drafting of the 1944 Act. Professor Lawton quotes research by Timothy Raison showing "neglect to make provision (in the Butler Act) for regulations (governing the curriculum) to be due to an administrative oversight".

Para 9: "Local Authorities... have a responsibility to formulate curricular policies and objectives which meet national policies (sic 1) and can be applied in each school to its own circumstances."

Para 10: "It is the individual schools that shape the curriculum for each pupil..."

Is that quite clear? Then what happens when the Secretaries of State do not like what they see emerging from this hazy defined partnership (as e.g. David Eccles did not, when, in 1962, he set up the ill-fated Curriculum Study Group)?

Ah! Here there is a hint of an initiative by the Secretaries: para 18: "for the next stage of the work on science and modern languages the Education Departments (i.e. DES and Welsh Office) themselves should take the lead".

Only from HMI have we seen anything remotely like leadership in the stricken field (for example the 14 stringent "propositions" set out in the HMI A View of the Curriculum...).

What a rational language curriculum (which is wider than a mere foreign language programme) might look like, if we could plan it in such curriculum boards, and using a "vertical" model, I hope to try to outline in my Twentyman lecture.

sign, exercise their precious freedom to decide what is taught, and this dubious bulwark against dictation is ferociously defended. In fact though there are a few brilliant exceptions the head's autonomy is a myth. The head is hedged around by powerful forces which shape the curriculum of which the most potent are: the examining boards, the demands of universities and (for the slower learners) peer-group pressures.

Community use of the school has enabled us to hold Norwegian evening classes here and, although the numbers were not sufficient to warrant a class this year, three of last year's group are continuing their studies and will sit the higher examination in June.

References: (1) Modern Languages in the Curriculum. Eric Hawkins. CUP 1981. (2) The End of the Secret Garden? An Inaugural Lecture. Professor Denis Lawton in Inaugural Lectures in Education Vol 2. P. Gordon Ed. Frank Cass. 1979.

The Twentyman Lecture will be given on February 24th at the Royal Festival Hall (Waterloo Room) at 2.15 pm in the presence of H.R.H. The Duke of Kent, this year's President of the MLA.

Out of the ordinary continued

Some fifth and sixth year pupils have shown that this is quite possible, even on the one-year crash course, which runs alongside the higher class. Those with French and German successes behind them have very little difficulty in adding Norwegian to their bows.

But now we are faced with a presenting centre for anyone wishing to sit examinations in Norwegian. Other headteachers in Fife, as well as some from as far afield as Lothian and Tayside, sometimes ask for materials for children in their schools who have links with Norway and who would like to take an O grade or higher. These are sent off and in due course the pupils come to Balwearie for the oral and written examinations.

Community use of the school has enabled us to hold Norwegian evening classes here and, although the numbers were not sufficient to warrant a class this year, three of last year's group are continuing their studies and will sit the higher examination in June.

However, I would not like to measure the success or failure of Norwegian at Balwearie purely in terms of examination performance. It is pleasing to have had several A passes at higher level, and to know that two pupils have since gone on to study Scandinavian languages at university, but we are just as pleased to note that another former pupil is at present working in Norway and that another, who failed her O grade last year, is hoping to take a job as a nanny over there as soon as possible.

Building a bridge

Modern languages in the Council of Europe 1971-1981. By John Trim

In a few days time, about 250 members of the teaching profession from all over Europe will converge on the hémicycle of the European Parliament in Strasbourg for a conference convened by the Council of Europe to mark the end of its current project, "Modern Languages".

It is almost 20 years since the signing of the European Cultural Convention, and throughout that time the Council for Cultural Cooperation has zealously promoted the learning of each other's languages by the peoples of its 22 member states. In the first 10 years, the main aim was to set up mechanisms of cooperation across the boundaries - not only national frontiers, but also (which is sometimes more difficult) between administrators and teachers, universities and schools.

The central recommendation was that all European children should be able to study at least one European language at school. Sir D. Riddy was one of the main driving forces behind that programme and Britain, for all its supposed neglect of languages and cultural isolationism, has tried more energetically than some others to implement the recommendation. The result has been the crisis of the seventies, as the teaching profession has grappled with the problems of the new learners at first in bewilderment, then

extra

dictate exceptions which characterize natural languages as a means of filtering out an intellectual élite, discarding "failures" along the road until only the "high gifted" are left to carry off the glittering prizes, but differentiate tasks so that all learners can experience success at the level appropriate to their ability, needs, motivations and resources.

Judge materials and methods by their success with the learners, rather than the learners by their success with the given methods and materials. Evaluate the student's positive accomplishment of communication tasks more highly than the avoidance of formal error. Do not spend most of your precious time talking to the students in English about the language and drilling a few examples, but give them as much direct experience and exposure to genuine language as you can.

Build confidence and willingness to take initiatives and do not undermine these virtues by letting no mistake pass unchecked - which leaves students convinced that they make fools of themselves every time they try to speak, so that silence is the best policy. Help them to come to terms with the fact that "the intolerable wrestle with words" will always be with them, only more acutely in a second language. They will always be trying to do more with language than their "shabby equipment, always deteriorating" will allow. Nothing they read or hear will be completely intelligible, never can the language they can summon up be quite adequate to what they have to communicate. What is important is not to despair, not to draw back in shame from the encounter, but to reach out towards the other as far as possible and together build a bridge across which ideas and feelings can move.

This is of course the mainspring of the Council of Europe's concern with language learning. It can issue no administrative directives, and cannot shape a common European social, economic or political structure. It is deeply concerned with human rights and freedoms, and with promoting the emergence of a sense of democratic European citizenship and common purpose transcending national boundaries, but respecting the diversity of peoples as essential to the cultural richness of our continent.

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Out of the ordinary. M. D. Pickering on teaching Norwegian in Scotland

It could be argued that the pre-eminence of French as the first foreign language taught in our schools has grown out of all proportion to its use throughout the world and, in some cases, to the qualifications of those who actually teach the subject. Comprehensive education proved to be the death knell for the Classics and in recent years our education spending seems to have strangled Russian, Italian and Spanish courses in their infancy. Indeed in some areas German too is being phased out and there are a growing number of schools where "modern languages" have become synonymous with "French".

had led Mr. W. Grahamslaw, former principal teacher of German, to propose Norwegian as a school subject to the Rector was the fact that it was not so grammatically complex as French or German. Mr Grahamslaw felt that this would benefit, less academically gifted pupils, and at first the subject was offered alongside the more traditional foreign languages as a first year option.

successful in terms of course satisfaction and examination results. This is encouraging for me and should provide a base for growth in the coming years. The course is established now, and language teachers and guidance staff can point out the benefits of taking Norwegian to second year pupils and their parents when column choices are being made.

Parents are often concerned that their child will have wasted two years of French or German by switching to Norwegian. However, he or she has at least had a grounding in a foreign language, and being a couple of years older the child is usually more able to cope with a new language, especially as the whole class starts again from square one.

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extra 16-plus

Is it the best option?

The Modern Languages Department at Evesham High School has recently been wrestling with the questionnaire on the 16-plus criteria. We felt frustrated because what we wanted to say about this important subject could not be conveyed adequately through the answers we were able to give. With a combined experience of teaching languages over many years in comprehensive, selective and independent schools, we are dissatisfied with the traditional objectives of the present examination system and convinced that a more radical solution is required than is at present contemplated.

Public examinations are held in general respect and great importance is attached to them by employers. If a new examination is instituted it will undoubtedly dictate the direction of education for the foreseeable future. It is vital that the examination system finally selected is the correct one.

Comprehensive schools are regarded as schools for all and the 16-plus will rightly or wrongly be regarded as an examination for all. Certainly it will influence the curriculum of secondary schools more pervasively than any previous examination. Pupils who have spent 11 years in full-time education, who have been constantly bombarded with the message that qualifications are vital, whose secondary learning experience will have been shaped by the new examination may feel entitled to expect their work to be recognized.

We believe that if it is necessary to have a public examination for the great majority of 16-year-olds (and we are not convinced of such a necessity) then it manifestly should be a leaving certificate which records and recognizes work done and not in essence a qualifying examination for the next stage of education.

The dictates of higher education strongly influence the present examination system and yet only a

minority will continue education after 16. An examination at 16-plus must be relevant to the majority for whom it will be a school leaving certificate.

The requirements of the current examinations in modern languages have obliged teachers to teach a minority of the school population to a distortedly high level in a classical, academic way. Even the pupils who have achieved examination success are often incapable of the most straightforward communication in the foreign language.

This failure of A level, O level and CSE is further demonstrated by the consequent shortages of practical linguists in every field of working life: in boardroom and government on shopfloor, in offices, behind telex and computer consoles. Where languages are required at work the employee frequently has to follow an intensive language course because study at school was inappropriate for the needs of practical working life. Nor does the examination course equip its recipients for holidays abroad. Many people who disliked or were "no good" at languages in school will attend evening classes with enthusiasm and success.

Any new 16-plus examination should through its syllabus actively encourage the learning of knowledge and skills which will be of most use to the majority and will seek positively to reward this majority.

We welcome much of the thinking that has gone into the drawing up of the draft national criteria for 16-plus and consider that it is certainly a move in the right direction. But we fear that it will not go far enough. The retention and overemphasis of many academic skills from the existing examinations will not help to produce practical linguists and will seem irrelevant to the majority of pupils.

It is time for a change in standards and content in modern language teaching. Aural and reading comprehension together with oral communication are by tradition undervalued. Yet they are patently the most useful skills. They are moreover accessible to a wider range of ability.

Nowadays, almost all children start to study a foreign language yet only a small percentage sit a public ex-

amination aimed at by the 16-plus. This represents a large increase in examination entry for modern languages. The proposals we have seen so far strike us as well-intentioned but they are not specific about how such a wide ability range can be examined together. Indeed, we detect a tendency towards seeing the candidates as falling into differentiated groups. Yet again, the most able linguists may be deprived of those areas of practical linguistic experience which are of value to employers and to themselves for their own language.

Differentiation and variable weighting in the assessment objectives of the 16-plus (for instance those who do not write will be expected to perform better in other areas) will raise problems of comparability. The present dilemma as to whether to enter borderline candidates for O level or CSE will be perpetuated by this differentiation.

Our reservations about methods of examining proposed in modern languages tend to strengthen our view that the "pass-fail" concept should be carefully scrutinized in subject areas. For us at least the answer would seem to lie in the criterion referenced graded tests already being developed in various parts of the country. We believe that the best means of achieving relevance and usefulness at both ends of the ability range is through carefully prepared certificated tests. These tests should lead towards an integral part of a compatible 16-plus examination.

Such a system permits flexibility for different groups to work at appropriate speeds and levels and carries with it a means whereby attainment is rewarded progressively. Moreover a series of graded tests in well with a certification process which blurs the pass-fail concept in favour of a more descriptive, formative profile technique involving 60 per cent at least of the school population to learn modern languages in a meaningful way and with honour.

Veronica Ward and Members of the Modern Languages Department, Evesham High School, Worcs.

Building a bridge

"account of the minimum a learner should know and do in respect of another language in order to meet the basic requirements of everyday independent living (not by bread alone) in another country. This 'threshold level' concept was applied successively to English, French, Spanish, German, Italian and Danish. Versions under way or planned for Dutch, Portuguese, Turkish, the Celtic languages and Catalan. Adaptations, using the same model, have been made to meet the somewhat different requirements of schools for English and French, and for migrant workers in French and Swedish.

The impact of the approach and of the "I-level" specifications on syllabus design, course materials and examinations in European countries and further afield has been considerable; not least in Britain, where it has reinforced the influence of the Nuffield Schools Council materials project and the associated defined syllabuses. Those who attended the recent I.C.L.A. conferences will have noted an upsurge of enthusiasm and confidence among teachers, and the extent to which the communicative approach is now shared by teachers (especially those involved in the thriving Graded Objectives movement), advisers, inspectors, teacher trainers, examiners and publishers.

languages working parties established by the Examining Boards, the Schools Council and the National Congress on Languages in Education all share the approach, with differences only on means of implementing it. In fact, forward-looking teachers are already seeing 16-plus as only one element (perhaps not a necessary one) in a much more flexible system for setting objectives and recognizing achievement appropriate to different groups of pupils. It is no accident that the British delegation to the Strasbourg conference will be one of the largest.

If the recommendations of the Project Group are accepted by the conference and the Council for

Cultural Cooperation, the Committee of Ministers will be asked to endorse the main principles of the approach outlined, and the new medium-term project of the council will concentrate its efforts on supporting similar programmes of in-service training designed to equip teachers to meet the challenges of the new situation in schools and society across Europe, which have called this new approach into existence.

John Trim is Director of the Centre for Information on Languages Teaching and Research and Adjunct to the Council of Europe Modern Languages Project.

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Is it going to be write?

By Michael Buckby

While awaiting a detailed analysis of teachers' responses to the draft national criteria for foreign languages at 16-plus, the initial reactions at teachers' conferences and workshops appear to be generally positive and suggest a good deal of support for the general principles suggested in the document, i.e.:

- that the goals set should be useful and relevant in real life;
- that they should be such that most pupils at least can achieve them successfully; and
- that they should be of real educational value.

Where there is disagreement, it tends to be about how to achieve these aims. The debate on the place of writing illustrates well the sorts of tensions which arise from the meeting of the old and the new. The views expressed range from the assertion that there should be a compulsory test of writing for all candidates to the demand that there be no writing test for any candidates.

To support the former view, it is said that this is needed to maintain standards. This overlooks the fact that it is already possible to obtain an O level, up to a grade A, in a number of ways, which include taking an A/O exam with no test in writing; this option, favoured by many schools, would presumably have to disappear if writing was made compulsory.

Those who urge the complete removal of writing overlook the commission of many teachers that some pupils can learn to write successfully in French and that, for them, this can be both useful and educational. The challenge is to create a system which is strong enough and flexible enough to withstand the pressures put on it by such diverging views.

If we can create a system which will accommodate these two approaches to writing, the system will probably tolerate the most educational pressure likely to be put on it. This can be done, I think, by a careful consideration of the three principles with which we started and which are generally accepted on both sides of this argument.

Academic research and recent statements from business and industry confirm the view that the most useful, and used, foreign language skills are those of listening and speaking, followed by reading, with writing a long way behind in last place. For those who go on to use a foreign language after the 16-plus in whatever capacity, a firm control of listening, reading and speaking skills would constitute a very reasonable basis.

If, without prejudice to these, the pupils learn to do some useful writing, this is an excellent bonus. If

however, this is not possible for some pupils, the criterion of usefulness would strongly suggest that writing be the first area to cut, rather than using the limited time available to produce an unusable level of performance in all four skill areas.

In terms of what can be achieved, it has emerged quite clearly over recent years that pupils from a wide range of ability can achieve very high standards of listening and reading comprehension. Experience and research show clearly that learners can achieve written expression only after thoroughly mastering the other three skills. Every year, the reports from Chief Examiners at O level and CSE provide sad confirmation of this, as these typical quotes on a recent German O level witness:

"Many errors were sadly the rule rather than the exception... The best essays were from candidates who studied the question, followed the instructions kept to a straightforward narrative and wrote legibly. Unfortunately, there was an increase in the number of candidates who did none of these things... Weaker candidates tended to mix tenses indiscriminately and to use singular verbs with plural subjects..."

This level of failure, even with able pupils, is not to their advantage and does little to help the status of an exam. Those who argue for the compulsory retention of writing for those of lesser ability, on the grounds of maintaining standards seem to be on particularly thin ice. If the time available is sufficient to permit the large majority of pupils to achieve success in all four skill areas, compulsory writing can be justified. If not, it must clearly be the first thing to go, according to this criterion of achievability.

It seems clear that listening and reading are potentially the most educationally rewarding areas. Provided that sufficient time has been made available and that they have been properly developed, these can come real tools for acquiring new ideas, insights and information. It is difficult to see how the ubiquitous plots composition, for example, or any other writing activities which could be used at this level, can compete in this area.

Whichever of the three criteria we apply, writing appears to come last in an order of priorities, as something which can be taken seriously only once the other three areas are well established. Examiners' reports, however, make it clear that the levels achieved at present in listening, reading and speaking are not entirely satisfactory, their judgment

being confirmed by consumers. It is rare for even able pupils to be able to cope satisfactorily with understanding authentic French when spoken or written, for example, this being an aim stated in the 16-plus document which has attracted widespread support.

The problem is that we cannot expect teachers and pupils to do everything better, when the time available remains constant. We cannot teach the whole of French by 16-plus, any more than our colleagues can teach the whole of history or physics. Like them, we foreign language teachers must establish our priorities, ensure that they are compatible with our basic aims and principles, and then achieve them.

What we must appreciate is that the past 10 years or so have been very difficult for foreign language teachers, especially for teachers of French. They have been placed in a totally different situation, the most important feature of which is the greatly increased range of their pupils. This has been, and still is, difficult and demanding work. But I am convinced that we need not make it so hard, either for ourselves or for our pupils.

We now know what our pupils can do really well in foreign languages and that the areas in which they can do well can be of genuine worth, both commercially and educationally. We are lucky, in that what our learners can do is also what is most useful, enjoyable and educational. Perhaps we can soon stop arguing about it and start to enjoy it and to make the best of it!

The draft criteria document suggests a system which could reconcile the conflicting views on writing and allow writing to take its place, once the other skill areas are properly founded. This system would allow for "the development of higher degrees of skill" in reading, listening and speaking and only insist on competence in writing for Grades 1 and 2. Less advanced linguists could take an appropriate writing test; and be rewarded for any writing competence demonstrated, but writing would not be compulsory for them. This would seem to be a reasonable compromise position, given the clear lack of agreement within the profession: teachers could put all or some candidates in for a writing test, depending on the pupils' ambitions and abilities, and the teachers' own convictions.

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extra The prose question

David Reynolds discovers a lack of cohesion in language syllabus reform

Last October I sent a questionnaire to 55 French departments in British universities as a preliminary to an inquiry into the attitudes of A level language teachers regarding possible changes in A level syllabuses. I received 40 replies. These results are followed by my personal, speculative and no doubt controversial views and interpretations.

To the first question, "Would an all-language A level be acceptable as an entry qualification to your courses?" 13 replied yes, 13 replied no, and seven replied with qualifications like "We would like to see evidence of literary critical ability, such as a pass in A level English".

The second question, "Do you use translation from English into French as a teaching and/or assessment technique in your courses?" was divided into separate years. Year 1: 34 said compulsory, three said optional, three said no. Year 2: 34 said compulsory, two said optional, three said no. Year 3 or 4: 39 said compulsory, one said optional, and none said no.

The third question asked if there were any plans to offer an alternative to or even to dispense with translation into French. In reply, 33 said no, three said yes, and two said "yes in year 1".

The fourth question was "Would an A level without prose translation be acceptable as an entry qualification to your courses?" Twenty said yes, 10 said yes, and six gave qualified answers, pointing out that it would depend on the content of the syllabus.

To the fifth question, "If an A level without prose translations is unacceptable; how would you deal with a candidate offering such a qualification?" of the 20 who said that it would be unacceptable, five said that he/she would be rejected, seven said that he/she would be required to pass a test in prose translation set by the department, two would try to find out linguistic competence at interview, and one suggested a month's trial course.

The rough and ready nature of the questions has led to some discrepancies in the totals of replies to some questions and has meant that the answers could not be as precise as either I myself or those who replied would have wished. However, the answers do reveal interesting tendencies.

The first question should have been sub-divided to see if universi-

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extra A means to an end

Environmental awareness through language exchanges. The Keep Britain Tidy Group Schools Research Project. By Cherry Mares.

During the summer terms of 1980 and 1981, 42 secondary schools in East Sussex and the Essonne took part in exchanges. A not uncommon event perhaps? But, in fact, the experience for eight of these schools was a pilot study for a new approach to language education and language teaching, initiated by the Keep Britain Tidy Group Schools Research Project at Brighton Polytechnic, and partly funded by the French Ministries of Environment and Education, with support from East Sussex.

The aim of the KBTG schools research project is to increase children's awareness of the environment and thus their sense of personal responsibility. Early investigations showed that the work ideally should take place in an interdisciplinary framework, should involve school, family and community and use the environment as a resource for learning. These criteria presented few problems in the early years of the project when the main work was in the primary school, as flexible time-tables and the tradition of project work and discovery learning lend themselves ideally to interdisciplinary studies and work outside the classroom.

In a way, the very success of the primary school project highlighted the difficulties for any proposed secondary school strategy. Faced with rigid timetables, the multiplicity of well-defended subject barriers, streaming, banding and grouping, and with pupils in the majority of schools spending the greater part of their time in the classroom, it was not immediately obvious how the blocks of time and teams of teachers necessary for interdisciplinary study



Taking samples for analysis from the River Ouse in Sussex.

and for taking pupils out of school could be organized. A problem had to be solved; a problem of curriculum innovation, of instigating change while making use of an existing framework. An exciting and challenging area in which to

see a solution seemed to be that of language exchanges. Innumerable groups of pupils cross the Channel each year to France, Germany and Italy. They have their teachers with them, they visit other schools, they observe a variety of classes, but rarely become an integral part of these classes. They live in a different culture but do not have a real opportunity to work in or learn about this culture.

How much more profitable if these visiting classes could work together on a study of the local environment? This would offer a real incentive and motivation for language use and learning. It would involve a variety of subject teachers, provide real purpose for the visits and bring local and visiting children into meaningful contact with the working community.

It was with these objectives in mind that the French Ministries of Environment and Agriculture, who for some years have shown great interest in the development of the KBTG project, generously offered to fund a pilot study to examine the effectiveness of such an experience. The result was the exchanges between eight schools in the Essonne and East Sussex.

There can be no doubt that the exchanges have been a great success. The language teachers were delighted by the increased motivation of their pupils, their willingness to try to work together in two languages, and by the realistic nature of an experience which uses language as a means to an end rather than as an end in itself. As one teacher said, "It brings language to life. It has changed the children's attitudes to the French, they now know the French are people."

Certainly the experience was a lively one. The pupils made a study of man's influence on the environment in both countries. They met and questioned residents, employers and employees in local industry, shops and markets. They considered the effects of industry and commerce, the use of land for leisure and tourism; made studies of pollution and waste disposal and learned about the day to day management of the community, comparing facilities provided by French and English authorities.

In each country they produced bilingual exhibitions and spoke confidently to audiences of French and English parents, local councillors and "personalities", representatives of the French ministries, HMI, the press and other interested observers.

continued on page 40

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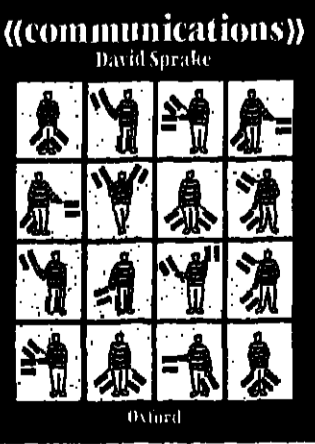
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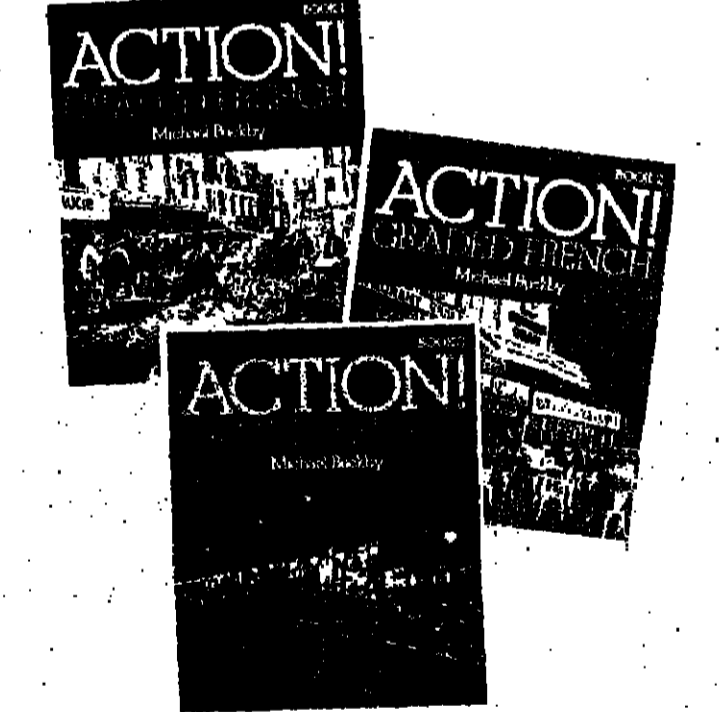
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extra

A means to an end continued

There was much discussion on the differences and similarities of the two countries and the two educational systems. The pupils themselves were quick to notice the difference in attitude to work between the two groups, and though one would be hesitant to generalize from these experiences, there were indeed differences. The French produced careful and thoughtful homework, they made a great deal of use of reference books and took notes frequently and efficiently in class. In contrast, although the English seemed less ready to work at home, they produced more enterprising visual displays and showed considerable initiative in planning individual investigations.

The experience was not without problems. The French pupils sometimes found it difficult to plan and carry out individual assignments and were completely unaccustomed to working outside the classroom. French and English teachers have

very different ideas about pastoral care and professional responsibilities. And inevitably while the French enthused over English school lunches and family meals, the English complained bitterly about some of the delicacies offered to them.

Despite the problems, the experience was certainly worthwhile. The success of the pilot study can be gauged by the enthusiasm of all involved - parents, pupils, advisers, heads and assistant teachers, councilors, chief education officers and HMIs. Everyone agreed that it was a unique opportunity for international cooperation and understanding, for language learning and for increasing awareness of the environment. A test for awareness of the environment showed marked differences between the reactions of pupils who had taken part in the exchanges and those who had not.

The eight schools intend to continue with the new style exchanges and it is hoped that other schools and other authorities will join in. In order to encourage the development

of environmental awareness, language exchanges, a joint DESKETS Schools Research Project Short Course is being held at Brighton Polytechnic, Eastbourne site, April 13 to 16 this year, for other interested education authorities and representatives from France, Germany and Spain.

The course will be based on discussion of the first pilot exchange, a day of practical field work and on the development of strategies for further environmental awareness language exchanges. Further information from Cherry Mares, Research Associate and Project Coordinator, KHTG Schools Research Project, Brighton Polytechnic, Grand Parade, Brighton, BN2 2JY.

Environmental Awareness, through language exchanges, a report describing the 1981/82 exchanges will be available in March, £1.

Cherry Mares is a Research Fellow on the keep British Tidy Project in Schools, Brighton Polytechnic.

The French example

Jack Ellis on the International Centre for French Studies at Nice

"Everybody should be speaking French, but I keep hearing other languages," said M Dominique Janicaud the Director of Studies, during the morning break at the International Centre for French Studies in Nice.

The variety of languages being spoken was hardly to be wondered at, as there were more than 400 students of 50 nationalities taking last year's summer course at the Faculty of Letters.

It was the thirtieth consecutive year of the eight-week course. It has been steadily improved and widened in scope, with the students more carefully graded. An elementary level has been added and a preliminary test enables both elementary and intermediate students to be further graded according to ability. At the higher level students are divided into groups of only a dozen for two hours each morning.

But in saying: "Everybody should be speaking French," M Janicaud recognizes that in learning a language speech is vital. So it was decided - for the first time - to make every student sign a statement promising to speak no other language than French until the end of the course.

Alas, it was impossible to enforce such a stern discipline. Even so, there are many advantages in taking a course such as this in the country where the language is spoken. Nowhere else is it so topical, and the feeling of cheeseparing, so evident in this country, is entirely lacking where teaching aids are concerned.

For instance, at every class students are given as many texts as teachers wish, straight from the copying machine. For this they have nothing extra to pay, above the £210 for four weeks - only a few stay for eight weeks - which includes full board, except Sundays, and about 25 hours' teaching a week.

The enthusiasm of many teachers is almost unbelievable and no doubt reflects the national pride in French culture. Almost once a week students were addressed on some topical subject by distinguished men of affairs from Paris. These included Maurice Schumann, former foreign minister, André Fontaine, editor-in-chief of Le Monde, and André Lafond, inspector-general of national education.

For advanced students, lectures were given this summer on a fascinating variety of subjects: the history of the detective novel; contemporary French humorists; politics, religion, poetry and music; and there was a brilliant course on the impressionist painters, profusely illustrated with slides. There were also evening film shows, followed by discussions.

Dr David Elder, director of English studies, who has been on the Faculty staff for nine years, gave a translation course for English or would-be English speaking students. Some of these came from Burma, Afghanistan, Korea and many other countries and were at least as keen

performed at teaching ethnic minorities, unpaid volunteers cut slash for teaching aids. An association was formed this summer to raise funds for the Foundation Learning Unit, the hope of providing a cassette recorder - rather as though the Department of the Environment had hold flag days to build a hospital.

The French example in teaching their language to foreigners makes startling contrast. Far from making fees, as in Britain, M Janicaud at the official opening of this year course that fees had been deliberately kept down in order not to discourage students from the poorer countries.

Anyone interested in taking a course next summer should write early in the New Year to the Secretary, M Daniel Féliçiangelli, Faculté de Lettres, 98 Boulevard Honoré Herriot, 06221 Nice, enclosing an international reply coupon.

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HAMPSHIRE SWANMORE SCHOOL... Head of Mathematics... Scale 3... 133418

HUMBERSIDE LINCOLN COUNTY COUNCIL... Head of Mathematics... Scale 3... 133418

BERKSHIRE BENTHAM (MIXED) SCHOOL... Head of Mathematics... Scale 3... 133418

NORFOLK TAVERHAM HIGH SCHOOL... Head of Mathematics... Scale 3... 133418

BERKSHIRE BISHOP COTTELL SCHOOL... Head of Mathematics... Scale 3... 133418

HEREFORD AND WORCESTER COUNTY COUNCIL... Head of Mathematics... Scale 3... 133418

AVON COUNTY COUNCIL... Head of Mathematics... Scale 3... 133418

BARNET LONDON BOROUGH OF BARNET... Head of Mathematics... Scale 3... 133418

BOLTON BOLTON SCHOOL... Head of Mathematics... Scale 3... 133418



Lancashire County Council... Unless otherwise stated, the following posts are required for 1st May 1982...

COLNE PRIMET HIGH... Scale 3 - ENGLISH... Scale 1 - FRENCH WITH EITHER GERMAN OR SPANISH

CHORLEY SOUTHLANDS HIGH... Scale 2 - ENGINEERING SUBJECTS AND 2nd IN BOYS' CRAFT DEPT.

BRIERFIELD MANSFIELD HIGH... Scale 2 - GERMAN THROUGHOUT SCHOOL, AND FRENCH

BLACKBURN PLECKGATE HIGH... Scale 1 - FRENCH

BLACKBURN SHADSWORTH HIGH... Scale 1 - ENGLISH

ACCINGTON MOORHEAD COUNTY HIGH... Scale 1 - ENGLISH

BURNLEY IVY BANK HIGH... Scale 1 - BUSINESS STUDIES

WHITWORTH HIGH... Scale 1 - REMEDIAL

BARNET LONDON BOROUGH OF BARNET... Scale 3... 133418

LONDON WEAVER AND LATYMER... Scale 3... 133418

MANCHESTER EDUCATION COMMITTEE... Scale 3... 133418

ENFIELD LONDON BOROUGH OF ENFIELD... Scale 3... 133418

SUFFOLK THE DENES HIGH SCHOOL... Scale 3... 133418

BRADFORD CITY OF BRADFORD... Scale 3... 133418

LEICESTERSHIRE THE GRAMMAR SCHOOL... Scale 3... 133418

LEICESTERSHIRE GORSEINON COLLEGE... Scale 3... 133418

LEICESTERSHIRE GORSEINON COLLEGE... Scale 3... 133418

BUCKINGHAMSHIRE MILTON KEYNES DIVISION... Scale 3... 133418

BERKSHIRE THE PRINCESS MARGARET... Scale 3... 133418

LONDON WEAVER AND LATYMER... Scale 3... 133418

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LEICESTERSHIRE GORSEINON COLLEGE... Scale 3... 133418

BUCKINGHAMSHIRE MILTON KEYNES DIVISION... Scale 3... 133418

Wigan Metropolitan Borough logo and recruitment information for the summer term 1982.

West Glamorgan County Council Teaching/Lecturing vacancies, Central Office Appointments, and various school recruitment notices.

SECONDARY MODERN LANGUAGES continued
DORSET
ST. EDWARD'S R.C. (V.A.)
Date Volney Road, Poole

LEICESTERSHIRE
MARY LINWOOD
Trenton Road, Leicester
Roll 1091
FRENCH - SCALE ONE

WAREFIELD DISTRICT COUNCIL
MINSTON HIGH SCHOOL
(13-18)
Comprehensive, N.O.R.

Scale 2 Posts and above
NORTHAMPTONSHIRE
NORTHAMPTONSHIRE
TEACHING TEAM
Vacancies exist from

WALSALL
MICHAMPTON BOROUGH EDUCATION COMMITTEE
Education Officer, Civic Centre

WALTHAM FOREST
LONDON BOROUGH OF WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER

SECONDARY PHYSICAL EDUCATION
LEICESTERSHIRE
THE GRAMMAR SCHOOL
Leicester Road, Loughborough

KENT
THE BURNERS SCHOOL
Tonbridge Road, Maidstone
Headmaster: Mr. J. W. G. G. G.

KENT
CANTON COUNCIL
EDUCATION DEPARTMENT
SWANCOMBE SCHOOL

HUMBERSIDE
EDUCATION COMMITTEE
BRIDLEBONE SCHOOL
BRIDLEBONE, HUMBERSIDE

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE HUNDRED OF HOVE

EAST SUSSEX
COUNTY COUNCIL
SEA OGD HILL SCHOOL
Arundel Road, Bognor Regis

MIDDLESEX
HAMPTON SCHOOL
Hampton Road, Hampton
Roll No. 1150

WALSALL
METROPOLITAN BOROUGH OF WALSALL
EDUCATION COMMITTEE
JOSEPH LEGG SCHOOL

Other Assistants
HAMPSHIRE
DEVALER SCHOOL
Waterfall, Hampshire GU22

WALSALL
METROPOLITAN BOROUGH OF WALSALL
EDUCATION COMMITTEE
JOSEPH LEGG SCHOOL
Westwood Road, Walsall

STAFFORDSHIRE
EDUCATION COMMITTEE
SINGMARE SCHOOL
SINGMARE ROAD, HEDNESFORD

BOLTON
BOLTON SCHOOL
BOLTON ROAD, BOLTON
Headmaster: Mr. J. W. G. G.

U.S.A.
SPORTS TEACHING IN US
BUNACAM
BUNACAM is looking for

NORTHAMPTONSHIRE
THE FERRERS SCHOOL
Queensway, Higham (Queensway, Higham)

EAST SUSSEX
COUNTY COUNCIL
SEA OGD HILL SCHOOL
Arundel Road, Bognor Regis

BUCKINGHAMSHIRE
EDUCATION COMMITTEE
ROVINGHAM SCHOOL
Arundel Road, High Wycombe

HAMPSHIRE
HAMPTON WOOD SCHOOL
Hampton Road, Alton
Headmaster: Mr. J. W. G. G.

NEWHAM
LONDON BOROUGH OF NEWHAM
LITTLE WILFORD SCHOOL
LITTLE WILFORD ROAD, NEWHAM

Berkshire
WINDSOR GIRLS' SCHOOL
Imperial Road, Windsor SL4

NORTHAMPTONSHIRE
THE FERRERS SCHOOL
Queensway, Higham (Queensway, Higham)

Barnet
LONDON BOROUGH OF BARNET
BARNET HILL SENIOR HIGH SCHOOL
Barnet Road, Edgware, Middlesex

NEWHAM
LONDON BOROUGH OF NEWHAM
LITTLE WILFORD SCHOOL
LITTLE WILFORD ROAD, NEWHAM

BOLTON
BOLTON SCHOOL
BOLTON ROAD, BOLTON
Headmaster: Mr. J. W. G. G.

Religious Education
Heads of Department
NEWHAM
LONDON BOROUGH OF NEWHAM

NORTHAMPTONSHIRE
THE FERRERS SCHOOL
Queensway, Higham (Queensway, Higham)

EAST SUSSEX
COUNTY COUNCIL
SEA OGD HILL SCHOOL
Arundel Road, Bognor Regis

BUCKINGHAMSHIRE
EDUCATION COMMITTEE
ROVINGHAM SCHOOL
Arundel Road, High Wycombe

MARROW
EDUCATION COMMITTEE
WHITMORES HIGH SCHOOL
Portlock Avenue, South Marlow

NEWHAM
LONDON BOROUGH OF NEWHAM
LITTLE WILFORD SCHOOL
LITTLE WILFORD ROAD, NEWHAM

Berkshire
WINDSOR GIRLS' SCHOOL
Imperial Road, Windsor SL4

NORTHAMPTONSHIRE
THE FERRERS SCHOOL
Queensway, Higham (Queensway, Higham)

Barnet
LONDON BOROUGH OF BARNET
BARNET HILL SENIOR HIGH SCHOOL
Barnet Road, Edgware, Middlesex

NEWHAM
LONDON BOROUGH OF NEWHAM
LITTLE WILFORD SCHOOL
LITTLE WILFORD ROAD, NEWHAM

BOLTON
BOLTON SCHOOL
BOLTON ROAD, BOLTON
Headmaster: Mr. J. W. G. G.

Religious Education
Heads of Department
NEWHAM
LONDON BOROUGH OF NEWHAM

NORTHAMPTONSHIRE
THE FERRERS SCHOOL
Queensway, Higham (Queensway, Higham)

EAST SUSSEX
COUNTY COUNCIL
SEA OGD HILL SCHOOL
Arundel Road, Bognor Regis

BUCKINGHAMSHIRE
EDUCATION COMMITTEE
ROVINGHAM SCHOOL
Arundel Road, High Wycombe

HERTFORDSHIRE
COUNTY COUNCIL
SITE VALLEY DIVISION
TALOR ROAD, STEVENAGE

NORFOLK
OLD BUCKENHAM HIGH SCHOOL
Abney Road, Old Buckenham

Berkshire
WINDSOR GIRLS' SCHOOL
Imperial Road, Windsor SL4

NORTHAMPTONSHIRE
THE FERRERS SCHOOL
Queensway, Higham (Queensway, Higham)

Barnet
LONDON BOROUGH OF BARNET
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NEWHAM
LONDON BOROUGH OF NEWHAM
LITTLE WILFORD SCHOOL
LITTLE WILFORD ROAD, NEWHAM

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BOLTON SCHOOL
BOLTON ROAD, BOLTON
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Religious Education
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NEWHAM
LONDON BOROUGH OF NEWHAM

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Queensway, Higham (Queensway, Higham)

EAST SUSSEX
COUNTY COUNCIL
SEA OGD HILL SCHOOL
Arundel Road, Bognor Regis

BUCKINGHAMSHIRE
EDUCATION COMMITTEE
ROVINGHAM SCHOOL
Arundel Road, High Wycombe

HUMBERSIDE
EDUCATION COMMITTEE
GIBBS' SCHOOL
Gibbs' Road, Beverly

NORFOLK
OLD BUCKENHAM HIGH SCHOOL
Abney Road, Old Buckenham

Berkshire
WINDSOR GIRLS' SCHOOL
Imperial Road, Windsor SL4

NORTHAMPTONSHIRE
THE FERRERS SCHOOL
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Arundel Road, Bognor Regis

BUCKINGHAMSHIRE
EDUCATION COMMITTEE
ROVINGHAM SCHOOL
Arundel Road, High Wycombe

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DIVISION OF HOVE
THE HUNDRED OF HOVE

NORFOLK
OLD BUCKENHAM HIGH SCHOOL
Abney Road, Old Buckenham

Berkshire
WINDSOR GIRLS' SCHOOL
Imperial Road, Windsor SL4

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Religious Education
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NEWHAM
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EAST SUSSEX
COUNTY COUNCIL
SEA OGD HILL SCHOOL
Arundel Road, Bognor Regis

BUCKINGHAMSHIRE
EDUCATION COMMITTEE
ROVINGHAM SCHOOL
Arundel Road, High Wycombe

SOUTH GLAMORGAN COUNTY COUNCIL
FITZALAN HIGH SCHOOL, CARDIFF (11-18 COMPREHENSIVE)
14 FORM ENTRY, BIPOLYMER SCALE 1

WEST SUSSEX
SACKVILLE SCHOOL
Leaves Road, East Grinstead

Berkshire
WINDSOR GIRLS' SCHOOL
Imperial Road, Windsor SL4

NORTHAMPTONSHIRE
THE FERRERS SCHOOL
Queensway, Higham (Queensway, Higham)

Barnet
LONDON BOROUGH OF BARNET
BARNET HILL SENIOR HIGH SCHOOL
Barnet Road, Edgware, Middlesex

NEWHAM
LONDON BOROUGH OF NEWHAM
LITTLE WILFORD SCHOOL
LITTLE WILFORD ROAD, NEWHAM

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BOLTON ROAD, BOLTON
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SEA OGD HILL SCHOOL
Arundel Road, Bognor Regis

BUCKINGHAMSHIRE
EDUCATION COMMITTEE
ROVINGHAM SCHOOL
Arundel Road, High Wycombe

Opportunities with Nottinghamshire
Unless otherwise stated the following posts are required for the Summer Term, 1982.

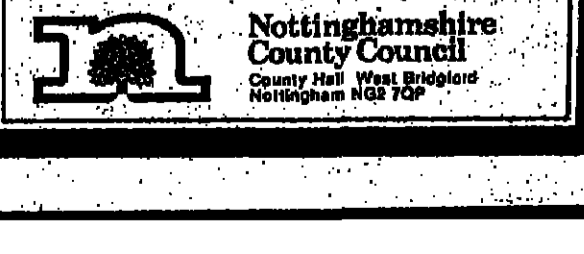
Scale 3 - English
Bruntis Under School, Woodhouse Road, Mansfield, Notts. NG18 2AA

Scale 3 - Head of Music
Ridford Comprehensive School, Mansfield Road, Edwinstown, Notts. NG21 8HF

Scale 1 - Boys' Physical Education
Player Comprehensive School, Danewood Crescent, Bilborough, Nottingham, NG3 3DH

Scale 1 - Chemistry
Joseph Whitaker Comprehensive School, Warsop Lane, Bilborough, Nottingham, NG3 0AG

Special
Deputy Head Teacher - Group 7(S)
Shepherd E.S.N.(S) School, Harvey Road, Off Beaulieu Road, Bilborough, Nottingham, NG3 3BS



Vertical text on the left margin: 10/10/10/10/10

SECONDARY SCIENCE

continued

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES... Secondary Science... Applications invited...

KIRKLEES

METROPOLITAN COUNCIL... Secondary Science... Applications invited...

LEICESTERSHIRE

CASTLE ROCK HIGH SCHOOL... Secondary Science... Applications invited...

LEICESTERSHIRE

MARY LINWOOD SCHOOL... Secondary Science... Applications invited...

LONDON N.W.7

N.W.7... Secondary Science... Applications invited...

LONDON

LONDON... Secondary Science... Applications invited...

NEWHAM

NEWHAM BOROUGH OF... Secondary Science... Applications invited...

ROTHERHAM

ROYAL BOROUGH OF ROTHERHAM... Secondary Science... Applications invited...

ROTHERHAM

METROPOLITAN BOROUGH OF ROTHERHAM... Secondary Science... Applications invited...

ROTHERHAM

ROTHERHAM... Secondary Science... Applications invited...

ROTHERHAM

ROTHERHAM... Secondary Science... Applications invited...

SURREY

WALTHAM FOREST... Secondary Science... Applications invited...

WALSALL

METROPOLITAN BOROUGH OF WALSALL... Secondary Science... Applications invited...

WALSALL

METROPOLITAN BOROUGH OF WALSALL... Secondary Science... Applications invited...

WALSALL

METROPOLITAN BOROUGH OF WALSALL... Secondary Science... Applications invited...

Other Assistants

Other Assistants... Applications invited...

GWENT

GWENT... Applications invited...

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GWENT... Applications invited...

Speech and Drama

Speech and Drama... Applications invited...

Scale 1 Posts

Scale 1 Posts... Applications invited...

SHROPSHIRE

SHROPSHIRE... Applications invited...

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SECONDARY TECHNICAL STUDIES

continued

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DUDELEY... Applications invited...

Vertical text on the left margin: Job in life

Leicestershire MOAT COMMUNITY COLLEGE LEICESTER. Available April 1982. This new purpose built College serves a multi-racial, inner-city neighbourhood...

HAMPSHIRE Adviser for Special Education. Head Teacher Group 7. Salary £11,703-£12,810. To be responsible for the co-ordination and development of advisory work for the teaching of children with learning difficulties in both primary and secondary schools.

SPECIAL EDUCATION continued

WOLVERHAMPTON BOROUGH COUNCIL EDUCATION COMMITTEE Special Education and Pupil Support Officer, Mrs. J. G. ...

CASTLECROFT PRIMARY SCHOOL, BRISTOL ...

Royal County of BERKSHIRE

TEACHER £4886 - £7530 plus; Extraneous Duties Allowance £1761 per annum, Special Schools Allowance £239 per annum ...

SUSSEX YOUTH TRUST NEW INITIATIVE IN RESIDENTIAL CARE/SPECIAL EDUCATION

APPOINTMENT OF SENIOR STAFF

The Sussex Youth Trust will shortly be opening a residential special school for adolescents with emotional difficulties. The school, which will be co-educational and is situated near Brighton, will seek to promote new approaches to care and curriculum development.

LINCOLNSHIRE

Broughton House School, an independent residential school for maladjusted boys which forms part of the Hesley Group of Schools, requires for Easter 1982 or as soon as possible, a General Subjects Teacher, Salary Scale 1, plus Special Schools Allowance.

SUFFOLK COUNTY ADVISORY TEACHER ...

WEST SUSSEX COUNTY COUNCIL ...

Scale 1 Posts

BUCKINGHAMSHIRE ...

County of Cleveland

SPECIAL EDUCATION Teacher in Charge Pupils with Special Education Needs - Scale 4 Post ...

Teacher of Partially Hearing Pupils - Scale 3 Post ...

Scale 1 Post + SSA ...

CLWYD ...

DERBYSHIRE OBSERVATION AND RESEARCH ...

Scale 1 Posts

BUCKINGHAMSHIRE ...

County of Cleveland

SPECIAL EDUCATION Teacher in Charge Pupils with Special Education Needs - Scale 4 Post ...

Teacher of Partially Hearing Pupils - Scale 3 Post ...

Scale 1 Post + SSA ...

ENNERLEY ...

THE ROYAL LONDON SOCIETY FOR THE BLIND ...

Scale 1 Posts

BUCKINGHAMSHIRE ...

County of Cleveland

SPECIAL EDUCATION Teacher in Charge Pupils with Special Education Needs - Scale 4 Post ...

Teacher of Partially Hearing Pupils - Scale 3 Post ...

Scale 1 Post + SSA ...

HIEFIELD ...

INDEPENDENT HEADSHIPS continued ...

Scale 1 Posts

BUCKINGHAMSHIRE ...

County of Cleveland

SPECIAL EDUCATION Teacher in Charge Pupils with Special Education Needs - Scale 4 Post ...

Teacher of Partially Hearing Pupils - Scale 3 Post ...

Scale 1 Post + SSA ...

INDEPENDENT HEADSHIPS continued ...

DEPUTY HEADSHIPS Second Masters/Mistresses ...

Scale 1 Posts

BUCKINGHAMSHIRE ...

County of Cleveland

SPECIAL EDUCATION Teacher in Charge Pupils with Special Education Needs - Scale 4 Post ...

Teacher of Partially Hearing Pupils - Scale 3 Post ...

Scale 1 Post + SSA ...

INDEPENDENT HEADSHIPS continued ...

DEPUTY HEADSHIPS Second Masters/Mistresses ...

Scale 1 Posts

BUCKINGHAMSHIRE ...

County of Cleveland

SPECIAL EDUCATION Teacher in Charge Pupils with Special Education Needs - Scale 4 Post ...

Teacher of Partially Hearing Pupils - Scale 3 Post ...

Scale 1 Post + SSA ...

INDEPENDENT HEADSHIPS continued ...

DEPUTY HEADSHIPS Second Masters/Mistresses ...

Scale 1 Posts

BUCKINGHAMSHIRE ...

County of Cleveland

SPECIAL EDUCATION Teacher in Charge Pupils with Special Education Needs - Scale 4 Post ...

Teacher of Partially Hearing Pupils - Scale 3 Post ...

Scale 1 Post + SSA ...

INDEPENDENT HEADSHIPS continued ...

DEPUTY HEADSHIPS Second Masters/Mistresses ...

Scale 1 Posts

BUCKINGHAMSHIRE ...

County of Cleveland

SPECIAL EDUCATION Teacher in Charge Pupils with Special Education Needs - Scale 4 Post ...

Teacher of Partially Hearing Pupils - Scale 3 Post ...

Scale 1 Post + SSA ...

INDEPENDENT HEADSHIPS continued ...

DEPUTY HEADSHIPS Second Masters/Mistresses ...

Scale 1 Posts

BUCKINGHAMSHIRE ...

County of Cleveland

SPECIAL EDUCATION Teacher in Charge Pupils with Special Education Needs - Scale 4 Post ...

Teacher of Partially Hearing Pupils - Scale 3 Post ...

Scale 1 Post + SSA ...

INDEPENDENT HEADSHIPS continued ...

DEPUTY HEADSHIPS Second Masters/Mistresses ...

Scale 1 Posts

BUCKINGHAMSHIRE ...

County of Cleveland

SPECIAL EDUCATION Teacher in Charge Pupils with Special Education Needs - Scale 4 Post ...

Teacher of Partially Hearing Pupils - Scale 3 Post ...

Scale 1 Post + SSA ...

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APPOINTMENTS IN SCOTLAND

ORKNEY ISLANDS COUNCIL EDUCATION DEPARTMENT COMMUNITY EDUCATION SERVICE Area Community Education Officer ...

STRATHCLYDE REGIONAL COUNCIL: DEPARTMENT OF EDUCATION FURTHER EDUCATION JAMES WATT COLLEGE GREENOCK ...

KIBBLE LIST 'D' SCHOOL PAISLEY, RENFREWSHIRE DEPUTY HEAD Salary £12,166-£15,652 ...

ST LEONARDS SCHOOL ...

Required for January 1983 HEAD PORTORA ROYAL SCHOOL, Enniskillen, N. Ireland ...

HEADSHIP Applications are invited for the post of Head of Wentworth Milton Mount following the retirement of the present Headmistress ...

FARLEIGH HOUSE HEADMASTER Applications are invited for the post of Headmaster of this I.A.P.S. Catholic Preparatory School ...

HARROGATE, N. YORKS Ashville College This H.M.C. independent school of 250 boarders and 130 day boys is becoming co-educational in September 1982 ...

HARROGATE, N. YORKS Ashville College This H.M.C. independent school of 250 boarders and 130 day boys is becoming co-educational in September 1982 ...

INDEPENDENT SCHOOLS continued

SURREY
CONVENT OF THE SACRED HEART
Wokingham, Surrey CR3

SURREY
CONVENT OF THE SACRED HEART
Wokingham, Surrey CR3

SURREY
CONVENT OF THE SACRED HEART
Wokingham, Surrey CR3

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CONVENT OF THE SACRED HEART
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Wokingham, Surrey CR3

SURREY
CONVENT OF THE SACRED HEART
Wokingham, Surrey CR3

SURREY
CONVENT OF THE SACRED HEART
Wokingham, Surrey CR3

Other Assistants
HAMPESHIRE
Required for September 1982

NORTHAMPTONSHIRE
NORTHAMPTON HIGH SCHOOL
Northampton

Technical Studies
Other Assistants

Other than by Subject Classification

Other Assistants

Other Assistants

Other Assistants

Other Assistants

Other Assistants

Other Assistants

Other Assistants

Other Assistants

Other Assistants

NOTTINGHAMSHIRE
SOLLINGHAM SCHOOL
Elm Avenue, Nottingham

SURREY
REED'S SCHOOL
Sandy Lane, Cobham

WEST SUSSEX
Master/Mr.
Worthington, Sussex

WEST SUSSEX
Master/Mr.
Worthington, Sussex

WEST SUSSEX
Master/Mr.
Worthington, Sussex

WEST SUSSEX
Master/Mr.
Worthington, Sussex

WEST SUSSEX
Master/Mr.
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Worthington, Sussex

WEST SUSSEX
Master/Mr.
Worthington, Sussex

WEST SUSSEX
Master/Mr.
Worthington, Sussex

English
Heads of Department

LONDON
WESTMINSTER UNDER SCHOOL

SURREY
REED'S SCHOOL

WEST SUSSEX
Master/Mr.

WEST SUSSEX
Master/Mr.

WEST SUSSEX
Master/Mr.

WEST SUSSEX
Master/Mr.

WEST SUSSEX
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Master/Mr.

WEST SUSSEX
Master/Mr.

WEST SUSSEX
Master/Mr.

History
Other Assistants

SUFFOLK
SUFFOLK COUNTY COUNCIL

SURREY
REED'S SCHOOL

WEST SUSSEX
Master/Mr.

WEST SUSSEX
Master/Mr.

WEST SUSSEX
Master/Mr.

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Master/Mr.

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WEST SUSSEX
Master/Mr.

LONDON
WESTMINSTER UNDER SCHOOL

SURREY
REED'S SCHOOL

WEST SUSSEX
Master/Mr.

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WEST SUSSEX
Master/Mr.

PREPARATORY SCHOOLS continued

Other than by Subject Classification

Other Assistants

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LONDON
DALLINGTON SCHOOL

Other than by Subject Classification

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Colleges of Further Education

Directors and Principals

Directors and Principals

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Directors and Principals

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MANCHESTER
CITY OF MANCHESTER

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NOTTINGHAMSHIRE
COUNTY COUNCIL

Other Appointments

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Other Appointments

Vertical text on the left margin: Applications...

Large advertisement for 'leia colleges' featuring 'APPOINTMENT OF PRINCIPAL (Group 7)' and 'COLLEGE TRAINING OFFICER'.

COLLEGES OF FURTHER EDUCATION

AVON COUNTY EDUCATION SERVICE... Applications are invited for the following posts...

AVON COUNTY EDUCATION SERVICE... Applications are invited for the following posts...

BRENT LONDON BOROUGH OF... Applications are invited for the following posts...

CLEVELAND COLLEGE OF FURTHER EDUCATION... Applications are invited for the following posts...

DEVON SOUTH DEVON TECHNICAL COLLEGE... Applications are invited for the following posts...

CROYDON CROYDON COLLEGE... Applications are invited for the following posts...

CROYDON CROYDON COLLEGE... Applications are invited for the following posts...

DORSET SOUTH DORSET TECHNICAL COLLEGE... Applications are invited for the following posts...

DUDLEY METROPOLITAN BOROUGH... Applications are invited for the following posts...

EAST SUSSEX BRIGHTON TECHNICAL COLLEGE... Applications are invited for the following posts...

EAST SUSSEX BRIGHTON TECHNICAL COLLEGE... Applications are invited for the following posts...

EAST SUSSEX BRIGHTON TECHNICAL COLLEGE... Applications are invited for the following posts...

ESSEX CHELMSFORD COLLEGE OF FURTHER EDUCATION... Applications are invited for the following posts...

ESSEX BRAINTREE COLLEGE OF FURTHER EDUCATION... Applications are invited for the following posts...

HAMPSHIRE FARNBOROUGH COLLEGE OF FURTHER EDUCATION... Applications are invited for the following posts...

KINGSTON UPON THAMES KINGSTON COLLEGE OF FURTHER EDUCATION... Applications are invited for the following posts...

KINGSTON UPON THAMES KINGSTON COLLEGE OF FURTHER EDUCATION... Applications are invited for the following posts...

KINGSTON COLLEGE OF FURTHER EDUCATION... Applications are invited for the following posts...

KIRKLESS METROPOLITAN COUNCIL COLLEGE... Applications are invited for the following posts...

HAMPSHIRE COLLEGE OF FURTHER EDUCATION... Applications are invited for the following posts...

NOTTINGHAMSHIRE COUNTY COUNCIL... Applications are invited for the following posts...

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SOMERSET COUNTY COUNCIL... Applications are invited for the following posts...

City of Newcastle upon Tyne Education Committee... College of Arts & Technology... Department of Community, Business and Industrial Studies... PRINCIPAL LECTURER

NOTTINGHAMSHIRE COUNTY COUNCIL... Applications are invited for the following posts...

LEEDS POLYTECHNIC... Carnegie School of Physical Education and Human Movement Studies... TEMPORARY LECTURER III IN SOCIOLOGY/LEISURE AND RECREATION STUDIES

LANCASHIRE COUNTY COUNCIL... COLLEGE OF HIGHER EDUCATION... Appointment of Director

LANCASHIRE COUNTY COUNCIL... COLLEGE OF HIGHER EDUCATION... Appointment of Director

LANCASHIRE COUNTY COUNCIL... COLLEGE OF HIGHER EDUCATION... Appointment of Director

Community Homes and Associated Institutes

Other Appointments

MINISTRY OF DEFENCE

PART-TIME MUSIC TUTOR OF BRASS AT THE GUARDS DEPOT, PIRBRIGHT, SURREY

Youth and Community Service

CUMBRIA COUNTY COUNCIL

WALTHAM FOREST COLLEGE

HERTFORDSHIRE COUNTY COUNCIL

WALTHAM FOREST COLLEGE

HERTFORDSHIRE COUNTY COUNCIL

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LANCASHIRE COUNTY COUNCIL

Fire Service College DIRECTOR OF STUDIES Upto £18,630

We are therefore seeking a highly qualified, experienced and motivated service educationist. Candidates should normally have a degree with 1st or 2nd class honours or an equivalent qualification in a relevant subject.

Home Office

Could you be a teacher with a difference? As a male or female Officer with the Royal Army Educational Corps, you will be offered more variety and responsibility than in most civilian teaching jobs.

1. Applications are invited from qualified and experienced Youth Workers for the above post to be located at Paderborn Garrison in the Federal Republic of Germany serving the social, educational and leisure needs of the children of civilian and military personnel based in Paderborn with the British Armed Forces in Germany.

A teacher and an Officer. Although we accept that your main interest is in education, we'll expect you to warm to the idea of also being an Army Officer.

LANCASHIRE COUNTY COUNCIL... COLLEGE OF HIGHER EDUCATION... Appointment of Director

EDUCATION COURSES

UNIVERSITY OF EAST ANGLIA

Centres for Applied Research in Education... Director: Professor Lawrence Stenhouse

M.A. IN APPLIED EDUCATION 1983-4

Applications are invited from teachers, college lecturers and experienced education administrators...

JOIN OUR WELSH Cordwily Plating course - Feb 27th. First class accommodation and individual banquet included.

BOLTON COLLEGE OF EDUCATION (Technical) part of BOLTON INSTITUTE OF HIGHER EDUCATION from 1 September 1982. A Centre for Advanced Study of Technical and Further Education. COURSES COMMENCING SEPTEMBER 1982 AND SEPTEMBER 1983.

GLEBE HOUSE SCHOOL. The Directors offer up to three boarding entrance scholarships tenable from September, 1982. The value of one award will be up to FULL FEES with two at HALF FEES.

Awards and Scholarships

ELSTREE ALDENHAM SCHOOL. Boys and Girls. Music & Art. Music examination 18th March 1983.

TRAVEL SCHOLARSHIP TO ISRAEL in memory of SIR WYNDHAM DEBBER. Awarded for a min. of 6 weeks to graduates of British Universities.

IMMEDIATE ADVANCES £100 to £200,000. REGIONAL TRUST No 31. 85-86 WIA AVE. Phone 01-491 8534.

JOB HUNTING? Seeking promotion? Practical guidance on all aspects of your own curriculum vitae.

MORTGAGES. Top-up mortgages secured and unsecured loans.

PERSONAL ANNOUNCEMENTS. 100 per cent. 85 per cent. mortgages from 15 per cent.

PERSONAL ANNOUNCEMENTS. 100% MORTGAGES top-up. Available. Northern Counties Finance.

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AGENCY. THE AMERICAN CHILD. 111 A ST. JOHN'S ST. LONDON EC1A 3JY. Tel: 071-491 8534.

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MARK III. The new video tape learn to write. Learn money by learning to write.

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BRIGHTON/NOVE. 15th - 18th. Available in book, gloss, in cassette, video.

CLWYD. Family Hotel, ideal for students, school holidays, winter, summer.

GALLOWAY COAST. Bright. Also 2nd floor. Tel: 0575 50118.

LET'S GO NAKED. Alternative party. Over 25. Over 25. Tel: 0575 50118.

LONDON'S Best Hotel. 23 St. John Street. Tel: 071-491 8534.

MID WALES SCHOOL. Mid Wales School. Tel: 0575 50118.

SWOP. Swap. Swap. Tel: 0575 50118.

T-SHIRTS. T-shirts. Tel: 0575 50118.

SINCLAIR ZX81. Sinclair ZX81. Tel: 0575 50118.

ESCAPED FROM CRUISE. 10 DAYS. DEPARTS GOOD FRIDAY 9 APRIL 1982.

EASTER ESCAPED FROM CRUISE. 10 DAYS. DEPARTS GOOD FRIDAY 9 APRIL 1982. RETURNS SUNDAY 18 APRIL 1982.

Holidays and Accommodation

BADMINTON SQUASH, TENNIS. Residential sports centre. Tel: 071-491 8534.

INDIA. Village India Tour. Only 4000. Tel: 071-491 8534.

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ALPINE COURSE. Alpine course. Tel: 071-491 8534.

BRIGHTON/NOVE. 15th - 18th. Available in book, gloss, in cassette, video.

CLWYD. Family Hotel, ideal for students, school holidays, winter, summer.

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T-SHIRTS. T-shirts. Tel: 0575 50118.

SINCLAIR ZX81. Sinclair ZX81. Tel: 0575 50118.

ESCAPED FROM CRUISE. 10 DAYS. DEPARTS GOOD FRIDAY 9 APRIL 1982.

EASTER ESCAPED FROM CRUISE. 10 DAYS. DEPARTS GOOD FRIDAY 9 APRIL 1982. RETURNS SUNDAY 18 APRIL 1982.

HOLIDAY & ACCOMMODATION

TIERED TEACHERS Rest. Reinvigorate. Rest. 21 Chase Avenue. Tel: 071-491 8534.

SQUILLER'S ACTIVITY HOLIDAYS. Activity Holidays in the Welsh Border Country.

SUMMER VACATION. Sacred Heart School, Pembury Road, Tunbridge Wells.

HOME EXCHANGE HOLIDAYS. Home Exchange Holidays. Tel: 071-491 8534.

INVESTMENT OPPORTUNITY. Established English Language School in Sussex.

TEACH AT A SUMMER CAMP

CAMP SUNACAMP is looking for hundreds of enthusiastic sports or craft specialists.

A FREE MICROCOMPUTER for your school. Enrol ten students on one of our computing summer schools.

SWANAGE. The ideal school party destination for students of all ages.

HOME EXCHANGE HOLIDAYS. Home Exchange Holidays. Tel: 071-491 8534.

INVESTMENT OPPORTUNITY. Established English Language School in Sussex.

PRIVATE HOLIDAY EXCHANGE

CHANGE: Teachers offer to exchange a bedroom house with a holiday home.

A FAMILY HOLIDAY FOR £18. 5000 homes available in 30 countries.

PROPERTIES FOR SALE. 3 beds, unique quiet location, 80 on East Valera.

SPANISH BEACH APARTMENT. 3 beds, unique quiet location, 80 on East Valera.

INVESTMENT OPPORTUNITY. Established English Language School in Sussex.

ESTABLISHED educational institutions

WELLINGTONBOURGH Thriving Day Nursery accommodation for children.

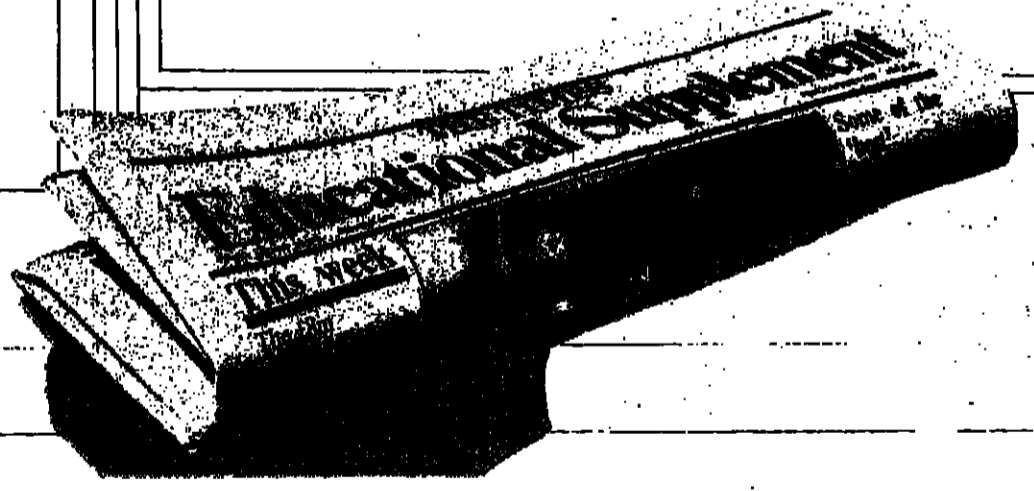
PREP. DAY SCHOOL in West Country village. Delightful period villa.

FOR SALE. Detached fresh school, South Coast. Including Goodwill & Equipment.

SCHOOL. Reputable Independent Residential School in Special Education sector.

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